

**From:** [Leadership Support](#)  
**To:** [REDACTED]@gov.scot'; [Leadership Support](#);  
**Subject:** RE: Meeting with Cabinet Secretary  
**Sent:** 10/06/2025 15:33:00

---

Hi [REDACTED],

Disclosure Scotland have not yet confirmed.

I will follow up with them again today to ask who will be attending and get back to you.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



**The General Teaching  
Council for Scotland**

[www.gtcs.org.uk](http://www.gtcs.org.uk)



## 60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



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**From:** [REDACTED]@gov.scot <[REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot

**Sent:** 10 June 2025 15:32

**To:** Leadership Support <leadershipsupport@gtcs.org.uk>

**Subject:** RE: Meeting with Cabinet Secretary

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Hi [REDACTED],

Just checking if you have details on who will be attending from Disclosure Scotland?

Just so I can book a room in Parliament.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

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**From:** Leadership Support <leadershipsupport@gtc.org.uk>

**Sent:** 28 May 2025 16:57

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

**Subject:** RE: Meeting with Cabinet Secretary

Dear [REDACTED],

Thank you for coming back so quickly with another date.

[REDACTED] will work well, thank you. [REDACTED]  
[REDACTED] I will pop a hold in diaries here.

Please can you advise who will be attending from your end along with Ms Gilruth.

Attending from GTCS will be the following colleagues:

Pauline Stephen, Chief Executive and Registrar  
Jennifer Macdonald, Strategic Director

[REDACTED]  
[REDACTED], [REDACTED]

Disclosure Scotland will also be attending and as soon as I have list of their attendees I will let you know.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



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## Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



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**From:** [REDACTED] [REDACTED]@gov.scot <[REDACTED] [REDACTED]@gov.scot> On Behalf Of [REDACTED]@gov.scot

**Sent:** 28 May 2025 15:57

**To:** Leadership Support <leadershipsupport@gtc.org.uk>

**Subject:** RE: Meeting with Cabinet Secretary

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Hi [REDACTED],

I have space at [REDACTED] We can either host this in Parliament or host via Teams.

Please let me know if either of these options works better for you.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

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---

**From:** Leadership Support <[leadershipsupport@gtcsc.org.uk](mailto:leadershipsupport@gtcsc.org.uk)>

**Sent:** 28 May 2025 15:14

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

**Cc:** Leadership Support <[leadershipsupport@gtcsc.org.uk](mailto:leadershipsupport@gtcsc.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

Dear [REDACTED],

Good Afternoon. Thank you for your email below. I am afraid that both Pauline and Jennifer are [REDACTED]

Does Ms Gilruth have any availability when she returns from leave, either end of August/early September at all?

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



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**From:** [REDACTED]@gov.scot <[REDACTED]@gov.scot> On Behalf Of [REDACTED]@gov.scot  
**Sent:** 28 May 2025 11:01  
**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Subject:** RE: Meeting with Cabinet Secretary

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Hi [REDACTED],

I'm afraid that Ms Gilruth is on leave over those dates.

Do you have any availability for a Teams call on the W/C 4<sup>th</sup> August?

Thanks,

[REDACTED]

[REDACTED] (he/him)  
[REDACTED] to Cabinet Secretary for Education & Skills  
E: [REDACTED]@gov.scot  
The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Sent:** 19 May 2025 09:55  
**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>; Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Subject:** RE: Meeting with Cabinet Secretary

Good morning [REDACTED]

I have had a look at dates and offer the following, can I double check is there no availability in June? If not, would any of these times suit Ms Gilruth?

Tuesday 12<sup>th</sup> August – 3.30pm – 4pm  
Wednesday 13<sup>th</sup> August – 3.30pm – 4pm  
Monday 18<sup>th</sup> August – 10am-10.30am  
Monday 18<sup>th</sup> August – 12noon – 12.30pm  
Monday 18<sup>th</sup> August – 3.00pm – 3.30pm  
Monday 18<sup>th</sup> August – 3.30pm – 4.00pm

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



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**From:** [REDACTED] [REDACTED]@gov.scot <[REDACTED] [REDACTED]@gov.scot> On Behalf Of [REDACTED]@gov.scot

**Sent:** 16 May 2025 15:39

**To:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

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Hi [REDACTED],

I hope you're well. Please accept my apologies for the delay in coming back to you on this. Due to Parliamentary Business, I have been struggling to find a slot for this meeting.

Ms Gilruth has availability on July 22<sup>nd</sup> from 14:45 – 15:15 for a Teams meeting. Does that work for you and your colleagues? If not, I am more than happy to explore alternative options.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

**From:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Sent:** 25 April 2025 11:44

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

**Cc:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Subject:** Meeting with Cabinet Secretary

Good Morning,

Further to the Cabinet Secretary's letter to us in March in respect to information sharing between Disclosure Scotland and GTC Scotland we would like to take up the offer of a meeting to discuss further.

In order to progress arrangements, it would be helpful to first establish the Cabinet Secretary's availability. I would appreciate it if you could offer some potential dates to allow planning to take place.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



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**From:** [Leadership Support](#)  
**To:** '██████████@gov.scot'  
**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - ██████████  
**Sent:** 10/06/2025 15:05:00

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Dear ██████████,

Thank you for coming back to me.

██████████ at the **Scottish Parliament** will work for Pauline. I will confirm this in Pauline's diary.

With kind regards, ██████████.

██████████

██████████



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## 60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



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**From:** ██████████@gov.scot <██████████@gov.scot> **On Behalf Of** ██████████@gov.scot  
**Sent:** 10 June 2025 13:49  
**To:** Leadership Support <leadershipsupport@gtcs.org.uk>  
**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - ██████████

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Hi ██████████,

Could Pauline meet o ██████████ Would you prefer to have this on Teams or in Parliament?

Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills  
E: ██████████@gov.scot  
The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

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**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Sent:** 05 June 2025 12:43  
**To:** Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>  
**Cc:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Subject:** FW: Your recent enquiry with Scottish Government and partner agencies - ██████████

Good Afternoon,

I am following up on the attached letter. The rescheduled date for the Parliamentary Roundtable event is ██████████. Please can this be added to the Cabinet Secretary's diary.

In terms of Pauline Stephen meeting with Ms Gilruth in advance of the Roundtable event, here's a few times when Pauline would be available to meet Ms Gilruth in person at the Scottish Parliament, do any of these work at all?

We can look at some other options if none of these suit.

Monday 8<sup>th</sup> September, 2pm  
Tuesday 9<sup>th</sup> September, 12 noon  
Monday 15<sup>th</sup> September, 11am or 2pm  
Monday 22<sup>nd</sup> September, 2pm

Hope to hear from you soon.

With kind regards, ██████████

██████████

██████████



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**From:** [casehandling.service@gov.scot](mailto:casehandling.service@gov.scot) <[casehandling.service@gov.scot](mailto:casehandling.service@gov.scot)>  
**Sent:** 03 June 2025 10:10  
**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Subject:** Your recent enquiry with Scottish Government and partner agencies - ██████████

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Please find attached a response to your correspondence.

\*\*\*\*\*

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\*\*\*\*\*

Mr Ben Macpherson MSP  
Scottish Parliament

By email: [Ben.Macpherson.msp@parliament.scot](mailto:Ben.Macpherson.msp@parliament.scot)

Date: 10<sup>th</sup> June 2025

Clerwood House  
96 Clermiston Road  
Edinburgh EH12 6UT  
Tel: [REDACTED]

Dear Mr Macpherson,

As the independent regulator for teachers in Scotland, the General Teaching Council for Scotland (GTC Scotland) speaks up for trusted teaching to ensure positive outcomes for learners.

At Portfolio Questions on 4 June 2025, you asked the Scottish Government how it is working with universities and placement schools to support the mental health and wellbeing of student teachers.

On [our website](#), we signpost to useful health and wellbeing links and resources for registered teachers and college lecturers. We are currently undertaking a full review of our resources, including working with other education partners to provide clearer links to organisations who provide professional learning resources as well as considering new resources to support registrants across their teaching career.

We recognise that the early stages of becoming and being a teacher are crucial and where teachers require support. In our current context of reform, it is our view that it is timely to build a career-long teacher education and development framework that starts with an exploration of how initial teacher education, induction and the early career stage can be further developed, supported and structured.

During the discussion at Portfolio Questions, you mentioned “that the GTCS does not conduct exit interviews or gather data on the reasons why teachers leave the profession.”

While we do not conduct exit interviews (as rightly indicated by the Minister in his response, this would be for employers to do), we do issue an annual survey to people who have left the profession to understand why they have chosen to leave. Approximately 5% of registrants choose to leave the Register each year.

Last year’s survey found that:

- 58% of those who responded left the Register due to retirement
- 24% noted other reasons for their choice such as: problems with securing a post; lack of support; the effect of workload or unnecessary bureaucracy; pupil behaviour; violence; the impact of additional support needs and bullying from colleagues or school leadership.

[Read more about the leavers survey.](#)

Last year, for the first time, we surveyed provisionally registered teachers and asked about certain characteristics such as their age, ethnicity, disability and religion. We also asked about their personal experience of being a provisionally registered teacher.

Provisionally registered teachers have met GTC Scotland’s Standard for Provisional Registration and are working towards the Standard for Full Registration by completing assessed teaching practice

through the Scottish Government's Teacher Induction Scheme (TIS) or independently through the Flexible Route (FR).

We had 1,874 responses (a response rate of 53%). Here are some key findings:

- Over a quarter (28.4%) of respondents said they had a disability or health condition. This includes both physical and mental disabilities and conditions.
- Around 1 in 10 respondents had experienced bullying and harassment, racism or discrimination in their work as a teacher.
  - 27.5% of respondents on FR answered 'yes' to this question.
  - 31.1% of black and minority ethnic respondents to this question answered 'yes' to this question.

We also asked respondents to choose 3 words to describe their personal probation experience. The most frequently chosen words were 'rewarding', 'challenging' and 'exciting', showing a commonality across the various groups of respondents.

[Read more about the equality survey.](#)

The above information is taken from our [Registration snapshot report](#), which contains lots of other data from the Register of Teachers.

Finally, I would like to highlight our manifesto priorities which we published on 2 June. We believe that trusted teaching needs to be a central feature of the work of any future Scottish Government. We have split our manifesto priorities into 5 themes and theme 4 is about teacher supply, recruitment, retention and promotion. This theme highlights the need for teaching to be viewed as a valuable and attractive profession. We call for deeper efforts to collect, gather and connect data across stakeholders to better understand current and future teacher supply requirements.

[Read our manifesto priorities.](#)

We are always happy to discuss our work and would welcome a meeting with you to share insights from our work to ensure trusted teaching in Scotland. We are also hosting a roundtable at the Scottish Parliament on 1 October to discuss our manifesto priorities in more depth and will be issuing invitations shortly. We would be delighted to explore these issues further with you at this event.

Yours sincerely,



Dr Pauline Stephen  
**Chief Executive and Registrar**

Mr Graeme Dey MSP  
Minister for Veterans and Higher and Further Education  
Scottish Parliament

By email: [Graeme.Dey.msp@parliament.scot](mailto:Graeme.Dey.msp@parliament.scot)

Date: 10<sup>th</sup> June 2025

Clerwood House  
96 Clermiston Road  
Edinburgh EH12 6UT  
Tel: [REDACTED]

Dear Minister,

As the independent regulator for teachers in Scotland, the General Teaching Council for Scotland (GTC Scotland) speaks up for trusted teaching to ensure positive outcomes for learners.

At Portfolio Questions on 4 June 2025, Ben Macpherson asked “the Scottish Government how it is working with universities and placement schools to support the mental health and wellbeing of student teachers. (S6O-04759).”

During the discussion, Mr Macpherson mentioned “that the GTCS does not conduct exit interviews or gather data on the reasons why teachers leave the profession.”

While we do not conduct exit interviews (as you rightly indicate, this would be for employers to do), we do issue an annual survey to people who have left the profession to understand why they have chosen to leave. Approximately 5% of registrants choose to leave the Register each year.

Last year’s survey found that:

- 58% of those who responded left the Register due to retirement
- 24% noted other reasons for their choice such as: problems with securing a post; lack of support; the effect of workload or unnecessary bureaucracy; pupil behaviour; violence; the impact of additional support needs and bullying from colleagues or school leadership .

[Read more about the leavers survey.](#)

Last year, for the first time, we surveyed provisionally registered teachers and asked about certain characteristics such as their age, ethnicity, disability and religion. We also asked about their personal experience of being a provisionally registered teacher.

Provisionally registered teachers have met GTC Scotland’s Standard for Provisional Registration and are working towards the Standard for Full Registration by completing assessed teaching practice through the Scottish Government’s Teacher Induction Scheme (TIS) or independently through the Flexible Route (FR).

We had 1,874 responses (a response rate of 53%). Here are some key findings:

- Over a quarter (28.4%) of respondents said they had a disability or health condition. This includes both physical and mental disabilities and conditions.
- Around 1 in 10 respondents had experienced bullying and harassment, racism or discrimination in their work as a teacher.
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  - 31.1% of black and minority ethnic respondents to this question answered ‘yes’ to this question.

We also asked respondents to choose 3 words to describe their personal probation experience. The most frequently chosen words were 'rewarding', 'challenging' and 'exciting', showing a commonality across the various groups of respondents.

[Read more about the equality survey.](#)

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On [our website](#), we signpost to useful health and wellbeing links and resources for registered teachers and college lecturers. We are currently undertaking a full review of our resources, including working with other education partners to provide clearer links to organisations who provide professional learning resources as well as considering new resources to support registrants across their teaching career.

Finally, I would like to highlight our manifesto priorities which we published on 2 June. We believe that trusted teaching needs to be a central feature of the work of any future Scottish Government. We have split our manifesto priorities into 5 themes and theme 4 is about teacher supply, recruitment, retention and promotion. This theme highlights the need for teaching to be viewed as a valuable and attractive profession. We call for deeper efforts to collect, gather and connect data across stakeholders to better understand current and future teacher supply requirements.

[Read our manifesto priorities.](#)

We are always happy to discuss our work and would welcome a meeting with you to share insights from our work to ensure trusted teaching in Scotland. We are also hosting a roundtable at the Scottish Parliament on 1 October to discuss our our manifesto priorities in more depth and will be issuing invitations shortly. We would be delighted to explore these issues further with you at this event.

Yours sincerely,



Dr Pauline Stephen  
**Chief Executive and Registrar**

**From:** [REDACTED]  
**To:** [Leadership Support](#)  
**Subject:** RE: Reply from GTC Scotland  
**Sent:** 11/06/2025 09:55:05

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Hi [REDACTED],

I hope this email finds you well.

Stuart has followed up with [REDACTED] to ask about the rematch, however, she has advised that she had not heard anything on the 6<sup>th</sup> of June and followed up, only to be advised that it may now be the 13<sup>th</sup> June before she finds out.

[REDACTED] has advised that it is a very anxious time, and she has to put things on hold until she finds out if the rematch has been successful.

Can you please advise on this?

Kind regards,

[REDACTED]

[REDACTED] – (Please note my work days are; Tuesday to Friday)  
**Stuart McMillan MSP**

**Greenock and Inverclyde Parliamentary Office**  
26 Grey Place  
Greenock  
PA15 1YF  
[REDACTED]



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<https://www.stuartmcmillan.scot/>

Before you print think about the ENVIRONMENT



You can now register to vote online. Click [here](#) to make sure your vote matters.



From 12 March 2018,  
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---

**From:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Sent:** 30 May 2025 16:24

**To:** [REDACTED] ([REDACTED]) <[\[REDACTED\]@Parliament.scot](mailto:[REDACTED]@Parliament.scot)>

**Subject:** Reply from GTC Scotland

**CAUTION:** This e-mail originated from outside of The Scottish Parliament. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear Mr McMillan,

Good Afternoon. Please find attached reply from Victoria Smith, Strategic Director, re: one of your constituents, [REDACTED].

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



# The General Teaching Council for Scotland

[www.gtcs.org.uk](http://www.gtcs.org.uk)



## Professional ethics in teaching video

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\*\*\*\*\*

**From:** [REDACTED]  
**To:** [Leadership Support](#)  
**Subject:** RE: Reply from GTC Scotland  
**Sent:** 11/06/2025 09:55:05

---

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Hi [REDACTED],

I hope this email finds you well.

Stuart has followed up with Ms [REDACTED] to ask about the rematch, however, she has advised that she had not heard anything on the 6<sup>th</sup> of June and followed up, only to be advised that it may now be the 13<sup>th</sup> June before she finds out.

Ms [REDACTED] has advised that it is a very anxious time, and she has to put things on hold until she finds out if the rematch has been successful.

Can you please advise on this?

Kind regards,

[REDACTED]

[REDACTED] – (Please note my work days are; Tuesday to Friday)

**Stuart McMillan MSP**

**Greenock and Inverclyde Parliamentary Office**  
**26 Grey Place**  
**Greenock**  
**PA15 1YF**  
[REDACTED]



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---

**From:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Sent:** 30 May 2025 16:24

**To:** [REDACTED] ([REDACTED]) <[\[REDACTED\]@Parliament.scot](mailto:[REDACTED]@Parliament.scot)>

**Subject:** Reply from GTC Scotland

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Dear Mr McMillan,

Good Afternoon. Please find attached reply from Victoria Smith, Strategic Director, re: one of your constituents, [REDACTED].

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



# The General Teaching Council for Scotland

[www.gtcs.org.uk](http://www.gtcs.org.uk)



## Professional ethics in teaching video

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\*\*\*\*\*

**From:** [Leadership Support](#)  
**To:** [REDACTED]  
**Subject:** RE: Reply from GTC Scotland  
**Sent:** 12/06/2025 11:33:00

---

Good morning

Thank you for your email of 11 June.

I have checked this with my colleagues and I can confirm that notification of the outcome of the rematching process has been issued to [REDACTED]. [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

Kind regards

[REDACTED]  
[REDACTED]  
[REDACTED]



**The General Teaching  
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## 60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching.



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**From:** [REDACTED] ([REDACTED]) <[REDACTED]@Parliament.scot>  
**Sent:** 11 June 2025 09:55  
**To:** Leadership Support <leadershipsupport@gtcs.org.uk>  
**Subject:** RE: Reply from GTC Scotland

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Hi [REDACTED],

I hope this email finds you well.

Stuart has followed up with [REDACTED] to ask about the rematch, however, she has advised that she had not heard anything on the 6<sup>th</sup> of June and followed up, only to be advised that it may now be the 13<sup>th</sup> June before she finds out.

[REDACTED] has advised that it is a very anxious time, and she has to put things on hold until she finds out if the rematch has been successful.

Can you please advise on this?

Kind regards,

[REDACTED]

[REDACTED] – (Please note my work days are; Tuesday to Friday)

**Stuart McMillan MSP**

**Greenock and Inverclyde Parliamentary Office**

**26 Grey Place**

**Greenock**

**PA15 1YF**

[REDACTED]



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Lobbying Register | Clàr-coiteachaidh | [www.lobbying.scot](http://www.lobbying.scot)

---

**From:** Leadership Support <[leadershipsupport@gtcsc.org.uk](mailto:leadershipsupport@gtcsc.org.uk)>

**Sent:** 30 May 2025 16:24

**To:** [REDACTED] ([REDACTED]) <[\[REDACTED\]@Parliament.scot](mailto:[REDACTED]@Parliament.scot)>

**Subject:** Reply from GTC Scotland

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Dear Mr McMillan,

Good Afternoon. Please find attached reply from Victoria Smith, Strategic Director, re: one of your constituents, [REDACTED].

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



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**From:** [Leadership Support](#)  
**To:** [REDACTED]  
**Subject:** RE: Reply from GTC Scotland  
**Sent:** 12/06/2025 11:33:00

---

Good morning

Thank you for your email of 11 June.

I have checked this with my colleagues and I can confirm that notification of the outcome of the rematching process has been issued to Ms [REDACTED]. [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]

Kind regards

[REDACTED]  
[REDACTED]  
[REDACTED]



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**From:** [REDACTED] ([REDACTED]) <[REDACTED]@Parliament.scot>  
**Sent:** 11 June 2025 09:55  
**To:** Leadership Support <leadershipsupport@gtcs.org.uk>  
**Subject:** RE: Reply from GTC Scotland

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Hi [REDACTED],

I hope this email finds you well.

Stuart has followed up with [REDACTED] to ask about the rematch, however, she has advised that she had not heard anything on the 6<sup>th</sup> of June and followed up, only to be advised that it may now be the 13<sup>th</sup> June before she finds out.

[REDACTED] has advised that it is a very anxious time, and she has to put things on hold until she finds out if the rematch has been successful.

Can you please advise on this?

Kind regards,

[REDACTED]

[REDACTED] – (Please note my work days are; Tuesday to Friday)

**Stuart McMillan MSP**

**Greenock and Inverclyde Parliamentary Office**

**26 Grey Place**

**Greenock**

**PA15 1YF**

[REDACTED]



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---

**From:** Leadership Support <[leadershipsupport@gtcsc.org.uk](mailto:leadershipsupport@gtcsc.org.uk)>

**Sent:** 30 May 2025 16:24

**To:** [REDACTED] ([REDACTED]) <[\[REDACTED\]@Parliament.scot](mailto:[REDACTED]@Parliament.scot)>

**Subject:** Reply from GTC Scotland

**CAUTION:** This e-mail originated from outside of The Scottish Parliament. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Dear Mr McMillan,

Good Afternoon. Please find attached reply from Victoria Smith, Strategic Director, re: one of your constituents, [REDACTED].

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



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## Professional ethics in teaching video

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**From:** [REDACTED] (GTC Scotland Customer Services)  
**To:** [Leadership Support](#)  
**Subject:** [Request received] Email MSP 12/05/2025 - Ref: [REDACTED] [GTC Scotland]  
**Attachments:** [MSP Letter \[REDACTED\].pdf](#)  
**Sent:** 13/05/2025 12:25:16

---

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

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##- Please type your reply above this line -##

Your request has been received and is being reviewed by our support staff.

Your ticket number is (120941).

To add additional comments, reply to this email.



[REDACTED] (GTC Scotland)

May 13, 2025, 12:24 GMT+1

Hello Team,

Please find attached email from MSP 12/05/2025

Kind regards

[REDACTED]

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**Customer service team**



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[WZ5559-V02YM]



Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

---

**From:** Leadership Support <[leadershipsupport@gucs.org.uk](mailto:leadershipsupport@gucs.org.uk)>

**Sent:** 28 May 2025 16:57

**To:** Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>

**Subject:** RE: Meeting with Cabinet Secretary

Dear ██████████,

Thank you for coming back so quickly with another date.

11<sup>th</sup> September at 2.30pm will work well, thank you. Colleagues are happy to have this meeting in-person at the Scottish Parliament. I will pop a hold in diaries here.

Please can you advise who will be attending from your end along with Ms Gilruth.

Attending from GTCS will be the following colleagues:

Pauline Stephen, Chief Executive and Registrar

Jennifer Macdonald, Strategic Director

██████████, ██████████  
██████████, ██████████

Disclosure Scotland will also be attending and as soon as I have list of their attendees I will let you know.

With kind regards, ██████████.

██████████

██████████



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## Professional ethics in teaching video

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**From:** ██████████ ██████████@gov.scot <██████████@gov.scot> On Behalf Of ██████████@gov.scot  
**Sent:** 28 May 2025 15:57  
**To:** Leadership Support <leadershipsupport@gtc.org.uk>  
**Subject:** RE: Meeting with Cabinet Secretary

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi ██████████,

I have space at 14:30 on the 11<sup>th</sup> of September. We can either host this in Parliament or host via Teams.

Please let me know if either of these options works better for you.

Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

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---

**From:** Leadership Support <leadershipsupport@gtc.org.uk>  
**Sent:** 28 May 2025 15:14  
**To:** Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>  
**Cc:** Leadership Support <leadershipsupport@gtc.org.uk>  
**Subject:** RE: Meeting with Cabinet Secretary

Dear ██████████,

Good Afternoon. Thank you for your email below. I am afraid that both Pauline and Jennifer are ██████████.

Does Ms Gilruth have any availability when she returns from leave, either end of August/early September at all?

With kind regards, ██████████.

██████████

██████████



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---

**From:** [REDACTED] [REDACTED]@gov.scot <[REDACTED] [REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot  
**Sent:** 28 May 2025 11:01  
**To:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>  
**Subject:** RE: Meeting with Cabinet Secretary

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I'm afraid that Ms Gilruth is on leave over those dates.

Do you have any availability for a Teams call on the W/C 4<sup>th</sup> August?

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

---

**From:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Sent:** 19 May 2025 09:55

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>; Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

Good morning [REDACTED]

I have had a look at dates and offer the following, can I double check is there no availability in June? If not, would any of these times suit Ms Gilruth?

Tuesday 12<sup>th</sup> August – 3.30pm – 4pm

Wednesday 13<sup>th</sup> August – 3.30pm – 4pm

Monday 18<sup>th</sup> August – 10am-10.30am

Monday 18<sup>th</sup> August – 12noon – 12.30pm

Monday 18<sup>th</sup> August – 3.00pm – 3.30pm

Monday 18<sup>th</sup> August – 3.30pm – 4.00pm

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



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**From:** [REDACTED] <[REDACTED]@gov.scot> <[REDACTED]@gov.scot> On Behalf Of [REDACTED] <[REDACTED]@gov.scot>

**Sent:** 16 May 2025 15:39

**To:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I hope you're well. Please accept my apologies for the delay in coming back to you on this. Due to Parliamentary Business, I have been struggling to find a slot for this meeting.

Ms Gilruth has availability on July 22<sup>nd</sup> from 14:45 – 15:15 for a Teams meeting. Does that work for you and your colleagues? If not, I am more than happy to explore alternative options.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

**From:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Sent:** 25 April 2025 11:44

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

**Cc:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Subject:** Meeting with Cabinet Secretary

Good Morning,

Further to the Cabinet Secretary's letter to us in March in respect to information sharing between Disclosure Scotland and GTC Scotland we would like to take up the offer of a meeting to discuss further.

In order to progress arrangements, it would be helpful to first establish the Cabinet Secretary's availability. I would appreciate it if you could offer some potential dates to allow planning to take place.

With kind regards, [REDACTED]



# The General Teaching Council for Scotland

[www.gtcs.org.uk](http://www.gtcs.org.uk)



## Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



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**From:** [Policy](#) on behalf of [Policy](#)  
**To:** [Lindsay.MacDougall@gov.scot](mailto:Lindsay.MacDougall@gov.scot)  
**Subject:** GTC Scotland | Fitness to Teach Rules review update  
**Attachments:** [2025-05-16-FTT-Rules-Review-CPU.pdf](#)  
**Sent:** 16/05/2025 16:50:38

---

Good afternoon,

Please find attached a letter from Jennifer Macdonald, Strategic Director with an update on our Fitness to Teach rules review.

Kind regards

██████████

██████████  
██████████



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## Professional ethics in teaching video

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**From:** [Leadership Support](#)  
**To:** ██████████@gov.scot  
**Subject:** FW: Headteacher Recruitment and Retention Working Group meeting - Thursday  
**Sent:** 16/06/2025 11:15:00

---

Hello

Please see email below sent to you in ██████████'s absence.

Thanks

██████████

████████████████████

██



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## 60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



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**From:** Leadership Support <leadershipsupport@gtcs.org.uk>

**Sent:** 16 June 2025 11:14

**To:** ██████████@gov.scot; Leadership Support <leadershipsupport@gtcs.org.uk>

**Subject:** Headteacher Recruitment and Retention Working Group meeting - Thursday

**Importance:** High

Morning ██████████

Would it be possible for Victoria Smith to join the meeting online on Thursday? This would significantly help to accommodate other meetings that day.

Thanks

██████████

████████████████████

██



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## 60 years of Trusted Teaching

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**From:** [Leadership Support](#) on behalf of [Leadership Support](#)  
**To:** ██████████@gov.scot; [Leadership Support](#);  
**Subject:** Headteacher Recruitment and Retention Working Group meeting - Thursday  
**Sent:** 16/06/2025 11:11:00

---

Morning ██████████

Would it be possible for Victoria Smith to join the meeting online on Thursday? This would significantly help to accommodate other meetings that day.

Thanks

██████████

██████████████████

██████████████████████████████



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**60 years of Trusted Teaching**

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A photograph of a male teacher in a blue shirt and glasses, pointing towards a whiteboard in a classroom setting.

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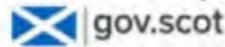
**From:** [REDACTED]@gov.scot  
**To:** [Leadership Support](#)  
**Subject:** RE: SBTE - 23 June  
**Sent:** 16/06/2025 09:30:23

---

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

That's great, thanks for letting us know.

[REDACTED]  
[REDACTED] – Education Workforce Unit  
Workforce, Infrastructure and Digital Division | Scottish Government | 2-B North | Victoria Quay |  
Edinburgh | EH6 6QQ  
Maoineachadh, Bun-structair agus Eagrachaidh Sgoiltean | Roinn Luchd-obrach, Bun-structar agus  
Ath-leasachadh | Raon 2B Tuath | Cidhe Bhictòria | Dùn Èideann | EH6 6QQ  


---

**From:** Leadership Support <leadershipsupport@gtc.org.uk>  
**Sent:** 16 June 2025 08:30  
**To:** [REDACTED] <[REDACTED]@gov.scot>  
**Subject:** SBTE - 23 June

Dear [REDACTED],

Good Morning. I am just getting in touch to let you know that Pauline will now be attending the SBTE meeting in-person at Victoria Quay on 23 June, 12.30.

Many thanks, [REDACTED].

[REDACTED]  
[REDACTED]



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**From:** [Leadership Support](#)  
**To:** [REDACTED]@gov.scot'  
**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]  
**Sent:** 16/06/2025 15:38:00

---

Hi [REDACTED],

Good Afternoon, and sorry for the delay in getting back to you.

The Parliamentary Roundtable event on [REDACTED] will be held in [REDACTED].

If you need any other information please let me know.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



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**From:** [REDACTED]@gov.scot <[REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot  
**Sent:** 10 June 2025 15:52  
**To:** Leadership Support <leadershipsupport@gtcs.org.uk>  
**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Thanks – can you also confirm which room in Parliament that the roundtable is taking place?

Thanks,  
[REDACTED]

[REDACTED] (he/him)

██████████ to Cabinet Secretary for Education & Skills  
E: ██████████@gov.scot  
The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

**From:** Leadership Support <leadershipsupport@gtc.org.uk>

**Sent:** 10 June 2025 15:35

**To:** Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>

**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - ██████████

Hi ██████████,

It will just be Pauline attending ██████████

Many thanks, ██████████.

██████████

██████████



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**From:** ██████████ ██████████@gov.scot <██████████ ██████████@gov.scot> On Behalf Of ██████████@gov.scot

**Sent:** 10 June 2025 15:32

**To:** Leadership Support <leadershipsupport@gtc.org.uk>

**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - ██████████

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Thanks ██████████,

Will anyone else be attending alongside Pauline?

Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Sent:** 10 June 2025 15:08

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

Dear [REDACTED],

Thank you for coming back to me.

[REDACTED] at the **Scottish Parliament** will work for Pauline. I will confirm this in Pauline's diary.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



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**From:** [REDACTED] [REDACTED]@gov.scot <[REDACTED] [REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot

**Sent:** 10 June 2025 13:49

**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

Could Pauline meet on [REDACTED]? Would you prefer to have this on Teams or in Parliament?

Thanks,

[REDACTED]

[REDACTED] (he/him)

██████████ to Cabinet Secretary for Education & Skills  
E: ██████████@gov.scot  
The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

---

**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Sent:** 05 June 2025 12:43  
**To:** Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>  
**Cc:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Subject:** FW: Your recent enquiry with Scottish Government and partner agencies - ██████████

Good Afternoon,

I am following up on the attached letter. The rescheduled date for the Parliamentary Roundtable event is ██████████. Please can this be added to the Cabinet Secretary's diary.

In terms of Pauline Stephen meeting with Ms Gilruth in advance of the Roundtable event, here's a few times when Pauline would be available to meet Ms Gilruth in person at the Scottish Parliament, do any of these work at all?

We can look at some other options if none of these suit.

Monday 8<sup>th</sup> September, 2pm  
Tuesday 9<sup>th</sup> September, 12 noon  
Monday 15<sup>th</sup> September, 11am or 2pm  
Monday 22<sup>nd</sup> September, 2pm

Hope to hear from you soon.

With kind regards, ██████████

██████████

██████████



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**From:** [casehandling.service@gov.scot](mailto:casehandling.service@gov.scot) <[casehandling.service@gov.scot](mailto:casehandling.service@gov.scot)>  
**Sent:** 03 June 2025 10:10  
**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>  
**Subject:** Your recent enquiry with Scottish Government and partner agencies - ██████████

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Please find attached a response to your correspondence.

\*\*\*\*\*

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**From:** [Leadership Support](#) on behalf of [Leadership Support](#)  
**To:** [REDACTED]@gov.scot'  
**Subject:** SBTE - 23 June  
**Sent:** 16/06/2025 08:27:00

---

Dear [REDACTED],

Good Morning. I am just getting in touch to let you know that Pauline will now be attending the SBTE meeting in-person at Victoria Quay on 23 June, 12.30.

Many thanks, [REDACTED].

[REDACTED]

[REDACTED]



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**From:** [Leadership Support](#)  
**To:** [Leadership Support; \[REDACTED\] \[REDACTED\]@gov.scot;](#)  
**Subject:** RE: Meeting tomorrow (18th June)  
**Sent:** 17/06/2025 16:56:00

---

Dear [REDACTED],

To add to my email below Victoria could also do earlier if that worked better for you, around 9am? Victoria mentioned it would only be a 10 minute teams call.

Thank you. [REDACTED].

[REDACTED]  
[REDACTED]



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**From:** Leadership Support <leadershipsupport@gtcs.org.uk>

**Sent:** 17 June 2025 16:32

**To:** [REDACTED] [REDACTED]@gov.scot

**Cc:** Leadership Support <leadershipsupport@gtcs.org.uk>

**Subject:** Meeting tomorrow (18th June)

**Importance:** High

Dear [REDACTED],

Victoria has asked us to get in touch to arrange a time for you to meet tomorrow. Would you be available at 9.30 or 9.45am at all?

Let me know if this would work for you and I can send a calendar invitation with the Teams joining link.

With kind regards, [REDACTED].

[REDACTED]  
[REDACTED]



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## 60 years of Trusted Teaching

As we mark the 60th anniversary of GTC Scotland, we look ahead to the Scottish election and the coordinated action we need to ensure Trusted Teaching



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**From:** [Leadership Support](#) on behalf of [Leadership Support](#)  
**To:** [REDACTED]@gov.scot'  
**Cc:** [Leadership Support](#)  
**Subject:** Meeting tomorrow (18th June)  
**Sent:** 17/06/2025 16:29:00

---

Dear [REDACTED],

Victoria has asked us to get in touch to arrange a time for you to meet tomorrow. Would you be available at 9.30 or 9.45am at all?

Let me know if this would work for you and I can send a calendar invitation with the Teams joining link.

With kind regards, [REDACTED].

[REDACTED]  
[REDACTED]



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Council for Scotland**

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**From:** [Leadership Support](#)  
**To:** ██████████@gov.scot  
**Subject:** RE: Headteacher Recruitment and Retention Working Group meeting - Thursday  
**Sent:** 17/06/2025 08:00:00

---

Morning ██████████

That's great, Victoria will join the meeting online.

██████████

██████████

██████████



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**From:** ██████████@gov.scot <██████████@gov.scot>

**Sent:** 16 June 2025 16:31

**To:** Leadership Support <leadershipsupport@gtcs.org.uk>

**Subject:** RE: Headteacher Recruitment and Retention Working Group meeting - Thursday

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Good afternoon ██████████,

Thank you for getting in touch. We will be holding this meeting as a hybrid format so there will be an opportunity to join online. Please see below joining instructions:

The upcoming meeting will be a combined **session** involving two parts:

**2:00 PM – 3:00 PM:** We'll join SSL group main meeting.

if you're joining remotely, please use the following link to join:

**Microsoft Teams** [Need help?](#)

## [Join the meeting now](#)

Meeting ID: [REDACTED]

Passcode: [REDACTED]

**3:00 PM onwards:** We'll move on to our own agenda. For those joining this part online, please use the separate Teams link below:

## **Microsoft Teams** [Need help?](#)

## [Join the meeting now](#)

Meeting ID: [REDACTED]

Passcode: [REDACTED]

I hope this helps

Regards

[REDACTED]

[REDACTED]

[REDACTED]

Professional Learning and Leadership | Education Workforce Unit | Directorate For Learning | Scottish Government

[REDACTED] [@gov.scot](mailto:[REDACTED]@gov.scot)

My current working pattern is Tuesday– Friday

---

**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Sent:** 16 June 2025 11:14

**To:** [REDACTED] <[\[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)>; Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** Headteacher Recruitment and Retention Working Group meeting - Thursday

**Importance:** High

Morning [REDACTED]

Would it be possible for Victoria Smith to join the meeting online on Thursday? This would significantly help to accommodate other meetings that day.

Thanks

[REDACTED]

[REDACTED]

[REDACTED]



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\*\*\*\*\*

**From:** ██████████@gov.scot on behalf of ██████████@gov.scot  
**To:** [Leadership Support](#)  
**Subject:** RE: Meeting with Cabinet Secretary  
**Sent:** 17/06/2025 10:29:58

---

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

Thanks for letting me know. I will book an appropriate room in Parliament.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

---

**From:** Leadership Support <leadershipsupport@gtcsc.org.uk>

**Sent:** 13 June 2025 08:24

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>; Leadership Support <leadershipsupport@gtcsc.org.uk>

**Subject:** RE: Meeting with Cabinet Secretary

Morning [REDACTED]

Disclosure Scotland have confirmed that the following people will be attending:

Gerard Hart, Chief Executive

[REDACTED], Director of Policy and Customer Engagement

[REDACTED], [REDACTED]

Kind regards

[REDACTED]

[REDACTED]

[REDACTED]



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**From:** [REDACTED] [REDACTED]@gov.scot <[REDACTED] [REDACTED]@gov.scot> On Behalf Of [REDACTED]@gov.scot

**Sent:** 10 June 2025 15:32

**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

Just checking if you have details on who will be attending from Disclosure Scotland?

Just so I can book a room in Parliament.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@[gov.scot](mailto:gov.scot)

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---

**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Sent:** 28 May 2025 16:57

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@[gov.scot](mailto:gov.scot)>

**Subject:** RE: Meeting with Cabinet Secretary

Dear [REDACTED],

Thank you for coming back so quickly with another date.

11<sup>th</sup> September at 2.30pm will work well, thank you. Colleagues are happy to have this meeting in-person at the Scottish Parliament. I will pop a hold in diaries here.

Please can you advise who will be attending from your end along with Ms Gilruth.

Attending from GTCS will be the following colleagues:

Pauline Stephen, Chief Executive and Registrar

Jennifer Macdonald, Strategic Director

[REDACTED]

[REDACTED], Information Governance Solicitor

Disclosure Scotland will also be attending and as soon as I have list of their attendees I will let you know.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



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## Professional ethics in teaching video

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**From:** [REDACTED] [REDACTED]@gov.scot <[REDACTED] [REDACTED]@gov.scot> **On Behalf Of** [REDACTED]@gov.scot

**Sent:** 28 May 2025 15:57

**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I have space at [REDACTED] We can either host this in Parliament or host via Teams.

Please let me know if either of these options works better for you.

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

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**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Sent:** 28 May 2025 15:14

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

**Cc:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

Dear [REDACTED],

Good Afternoon. Thank you for your email below. I am afraid that both Pauline and Jennifer are [REDACTED]

Does Ms Gilruth have any availability when she returns from leave, either end of August/early September at all?

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



## Professional ethics in teaching video

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**From:** [REDACTED] <[REDACTED]@gov.scot> <[REDACTED]@gov.scot> **On Behalf Of** [REDACTED] <[REDACTED]@gov.scot>

**Sent:** 28 May 2025 11:01

**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi [REDACTED],

I'm afraid that Ms Gilruth is on leave over those dates.

Do you have any availability for a Teams call on the W/C 4<sup>th</sup> August?

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED] <[\[REDACTED\]@gov.scot](mailto:[REDACTED]@gov.scot)>

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**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Sent:** 19 May 2025 09:55

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>; Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

Good morning [REDACTED]

I have had a look at dates and offer the following, can I double check is there no availability in June? If not, would any of these times suit Ms Gilruth?

Tuesday 12<sup>th</sup> August – 3.30pm – 4pm

Wednesday 13<sup>th</sup> August – 3.30pm – 4pm

Monday 18<sup>th</sup> August – 10am-10.30am  
Monday 18<sup>th</sup> August – 12noon – 12.30pm  
Monday 18<sup>th</sup> August – 3.00pm – 3.30pm  
Monday 18<sup>th</sup> August – 3.30pm – 4.00pm

Kind regards

██████████

████████████████████

██



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## Professional ethics in teaching video

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**From:** ██████████ ██████████@gov.scot <██████████ ██████████@gov.scot> **On Behalf Of** ██████████@gov.scot

**Sent:** 16 May 2025 15:39

**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** RE: Meeting with Cabinet Secretary

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi ██████████,

I hope you're well. Please accept my apologies for the delay in coming back to you on this. Due to Parliamentary Business, I have been struggling to find a slot for this meeting.

Ms Gilruth has availability on July 22<sup>nd</sup> from 14:45 – 15:15 for a Teams meeting. Does that work for you and your colleagues? If not, I am more than happy to explore alternative options.

Thanks,

██████████

████████████████████ (he/him)

████████████████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

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**From:** Leadership Support <[leadershipsupport@gtcsc.org.uk](mailto:leadershipsupport@gtcsc.org.uk)>  
**Sent:** 25 April 2025 11:44  
**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>  
**Cc:** Leadership Support <[leadershipsupport@gtcsc.org.uk](mailto:leadershipsupport@gtcsc.org.uk)>  
**Subject:** Meeting with Cabinet Secretary

Good Morning,

Further to the Cabinet Secretary's letter to us in March in respect to information sharing between Disclosure Scotland and GTC Scotland we would like to take up the offer of a meeting to discuss further.

In order to progress arrangements, it would be helpful to first establish the Cabinet Secretary's availability. I would appreciate it if you could offer some potential dates to allow planning to take place.

With kind regards, [REDACTED]

[REDACTED]  
[REDACTED]



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**From:** [Leadership Support](#) on behalf of [Leadership Support](#)  
**To:** [REDACTED]@gov.scot'; Pauline Stephen;  
**Subject:** RE: SBTE - Agenda & Papers - In-Person Attendees please notify by COP Today  
**Sent:** 17/06/2025 14:01:00

---

Dear [REDACTED],

Good Afternoon.

Thank you for the papers. I can confirm that Pauline will be attending the SBTE meeting on 23 June in-person at Victoria Quay.

With kind regards, [REDACTED].

[REDACTED]

[REDACTED]



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## 60 years of Trusted Teaching

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**From:** [REDACTED]@gov.scot <[REDACTED]@gov.scot>

**Sent:** 17 June 2025 13:44

**To:** Laurence Findlay <laurence.findlay@aberdeenshire.gov.uk>; [REDACTED]@gmail.com;  
Khadija.Mohammed@uws.ac.uk; [REDACTED]@cosla.gov.uk; [REDACTED]@educationscotland.gov.scot;  
[REDACTED]@educationscotland.gov.scot; [REDACTED]@eis.org.uk; Pauline Stephen  
<Pauline.Stephen@gtcs.org.uk>; [REDACTED]@mail.nasuwat.org.uk; north.lanarkshire@npfs.org.uk;  
Director@sces.uk.com; [REDACTED]@scis.org.uk; [REDACTED]@sls-scotland.org.uk;  
[REDACTED]@sstta.org.uk; [REDACTED]@ed.ac.uk; Scotland@community-tu.org; [REDACTED]@fife.gov.uk;  
[REDACTED]@community-tu.org; [REDACTED]@ahds.org.uk; [REDACTED]@gov.scot; [REDACTED]@sls-  
scotland.org.uk; [REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]@gov.scot;  
[REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]  
<[REDACTED]@eis.org.uk>; [REDACTED]@gov.scot

**Cc:** [REDACTED]@ahds.org.uk

**Subject:** SBTE - Agenda & Papers - In-Person Attendees please notify by COP Today

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi all,

Please see the agenda and papers for the upcoming SBTE meeting 12:30 – 15:30, 23 June.

A few things to note:

1. **Can attendees coming in-person please notify me by COP today** so that we can give a list of names to the Victoria Quay security team. On the day, it is expected that attendees will bring a form of identification (A passport or driver's license for example) in order to be checked against the list. If we do not have your name and/or an identification document then it is unlikely that you will be able to enter the building.
2. There will be catering and refreshments provided from 12:00 before the official start of the meeting at 12:30.
3. 'Paper 3 – SLS Survey on Shortage Subjects' will be shared in the coming days

Thanks all and look forward to seeing you on 23 June.

Kind regards,

██████████

██████████ | ██████████ | Education Workforce Unit | Workforce, Infrastructure and Digital Division | Directorate for Learning

Email: ██████████@gov.scot | Working Pattern: 9:00 – 17:00



-----Original Appointment-----

From: ██████████ <██████████@gov.scot>

Sent: 05 June 2025 15:47

To: ██████████; ██████████; ██████████; ██████████; ██████████@scis.org.uk; ██████████

██████████; ██████████; ██████████; ██████████; ██████████@eis.org.uk;

pauline.stephen@gtns.org.uk; north.lanarkshire@npfs.org.uk; Director@sces.uk.com;

██████████@scis.org.uk; ██████████@sls-scotland.org.uk; ██████████@ssta.org.uk;

██████████@ed.ac.uk; Scotland@community-tu.org; ██████████@fife.gov.uk;

██████████@community-tu.org; ██████████@ahds.org.uk; ██████████; ██████████; ██████████;

██████████; ██████████; ██████████; ██████████; ██████████

Cc: ██████████; ██████████; ██████████; ██████████; ██████████

Subject: SBTE

When: 23 June 2025 12:30-15:30 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Microsoft Teams Meeting; Victoria Quay Conference Room 3

Any colleagues attending **Victoria Quay must bring photo ID**. Please sign in at reception until a member of our team collects you.

---

**Microsoft Teams** [Need help?](#)

## [Join the meeting now](#)

Meeting ID: [REDACTED]

Passcode [REDACTED]

---

### Dial in by phone

[REDACTED] United Kingdom, Edinburgh

[Find a local number](#)

Phone conference ID: [REDACTED]

For organisers: [Meeting options](#) | [Reset dial-in PIN](#)



SCOTS Connect - Please note - You must have the explicit permission of the organiser to record this meeting and its attendees, using any technology.

[Org help](#) | [Privacy and security](#)

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**From:** [Leadership Support](#) on behalf of [Leadership Support](#)  
**To:** ['directoroflearning@gov.scot'](mailto:directoroflearning@gov.scot)  
**Subject:** IMI Information  
**Attachments:** [2025-06-06-Graeme Logan re IMI Information.pdf](#)  
**Sent:** 06/06/2025 11:36:00

---

Good Morning.

Please find attached letter from Pauline Stephen regarding information about IMIs. Please can this be passed on to Mr Logan.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



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**From:** [REDACTED]@gov.scot on behalf of [REDACTED]@gov.scot  
**To:** [Leadership Support](#)  
**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]  
**Sent:** 10/06/2025 15:52:23

---

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Thanks – can you also confirm which room in Parliament that the roundtable is taking place?

Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

The Scottish Government | St Andrew's House, Regent Road, EDINBURGH EH1 3DG

---

**From:** Leadership Support <leadershipsupport@gtc.org.uk>

**Sent:** 10 June 2025 15:35

**To:** Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>

**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - ██████████

Hi ██████████,

It will just be Pauline attending ██████████

Many thanks, ██████████.

██████████

██████████



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**From:** ██████████ ██████████@gov.scot <██████████ ██████████@gov.scot> **On Behalf Of** ██████████@gov.scot

**Sent:** 10 June 2025 15:32

**To:** Leadership Support <leadershipsupport@gtc.org.uk>

**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - ██████████

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Thanks ██████████,

Will anyone else be attending alongside Pauline?

Thanks,

██████████

██████████ (he/him)

██████████ to Cabinet Secretary for Education & Skills

E: ██████████@gov.scot

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---

**From:** Leadership Support <leadershipsupport@gtc.org.uk>

**Sent:** 10 June 2025 15:08

**To:** Cabinet Secretary for Education & Skills 2024 <██████████@gov.scot>

**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - ██████████

Dear ██████████,

Thank you for coming back to me.

██████████ will work for Pauline. I will confirm this in Pauline's diary.

With kind regards, ██████████.

██████████

██████████



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**From:** ██████████ ██████████@gov.scot <██████████ ██████████@gov.scot> On Behalf Of ██████████@gov.scot

**Sent:** 10 June 2025 13:49

**To:** Leadership Support <leadershipsupport@gtc.org.uk>

**Subject:** RE: Your recent enquiry with Scottish Government and partner agencies - ██████████

**CAUTION:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Hi ██████████,

Could Pauline meet on [REDACTED]? Would you prefer to have this on Teams or in Parliament?

Thanks,

[REDACTED]

[REDACTED] (he/him)

[REDACTED] to Cabinet Secretary for Education & Skills

E: [REDACTED]@gov.scot

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---

**From:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Sent:** 05 June 2025 12:43

**To:** Cabinet Secretary for Education & Skills 2024 <[REDACTED]@gov.scot>

**Cc:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>

**Subject:** FW: Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

Good Afternoon,

I am following up on the attached letter. The rescheduled date for the Parliamentary Roundtable event [REDACTED]. Please can this be added to the Cabinet Secretary's diary.

In terms of Pauline Stephen meeting with Ms Gilruth in advance of the Roundtable event, here's a few times when Pauline would be available to meet Ms Gilruth in person at the Scottish Parliament, do any of these work at all?

We can look at some other options if none of these suit.

Monday 8<sup>th</sup> September, 2pm

Tuesday 9<sup>th</sup> September, 12 noon

Monday 15<sup>th</sup> September, 11am or 2pm

Monday 22<sup>nd</sup> September, 2pm

Hope to hear from you soon.

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



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**From:** [casehandling.service@gov.scot](mailto:casehandling.service@gov.scot) <[casehandling.service@gov.scot](mailto:casehandling.service@gov.scot)>

**Sent:** 03 June 2025 10:10

**To:** Leadership Support <[leadershipsupport@gts.org.uk](mailto:leadershipsupport@gts.org.uk)>

**Subject:** Your recent enquiry with Scottish Government and partner agencies - [REDACTED]

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Please find attached a response to your correspondence.

\*\*\*\*\*

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## **Workstream 3 Proposed Next Steps**

### **Establish a Mentoring Short Term Action Group with the following scope:**

As part of SBTE's workstream 3 a specific task and finish group will be established with the purpose of defining the features of effective mentoring support for student and beginning teachers. This relates to workstream 3's priority 2.

Building on the considerations of May's mentoring summit, the output of this work will be guidance outlining the expectations of mentors and what mentees can expect from the mentoring relationship. This will consist of two elements:

#### **1. Guidance for Experienced Teachers**

Guidance, 'Starting Strong: Supporting Student and Beginning Teachers' (or similar) will be developed. This guidance will define what mentoring is, provide advice about starting out as a mentor, describe the role, outline required mentor competencies, knowledge and skills, guide how to develop expertise as a mentor and signpost to relevant professional learning and qualifications.

#### **2. Recommendations**

It is anticipated that a range of recommendations will be made to better shape the role expert teachers undertake. This will include consideration of any required professional development and advice about related terminology to describe roles and functions. It is anticipated that the task group will meet 6 times, in person, for periods of 3 hours, from September 2025 to March 2026. The group will be kept small in order to ensure ongoing commitment and a focus on work output. Membership will be gathered from those who attended the mentoring summit.

The taskforce will be lead by Education Scotland and Scottish Government will provide administrative support.

### **Connected Activity**

#### **1. Development of Induction Programme**

Parallel to this work, workstream 3, in line with their priority 3 will develop a model of what good induction for beginning teachers looks like. This consists of two parts - (a) full scoping of what 'good' induction looks like and (b) developing a core induction programme. Building on the themes identified in the proposed teacher education and development model, and informed by system data and information, a 'Starting Strong: A Core Programme for Graduate Teachers' (or similar) will be developed. Subject to oversight by SBTE and clear connections made to the roles and responsibilities of specific bodies and professional standards for teachers; this will set out the programme of activities and expectations for a successful induction experience. The work of the mentoring short term action group will support the development of this aspect of the programme.

Timing: (a) by December 2025 to allow the review of TIS to be assessed against this model (b) first programme draft by May 2026 (new programme target start date would be August 2027, details of which are communicated from November 2026). Likely 26/27 would be detailed planning of practical implementation.

This work will be lead by SBTE Workstream 3 drawing in specific expertise and feedback as required

## **2. A Review of TIS**

The Scottish Government plans to undertake a review of the arrangements they fund to support teacher induction through local government . The output of the review will be considered through the work outlined in connected activity 1a to assess how well overall current funded arrangements meet good practice requirements.

Timing: September 2025 to April 2026? To be lead by Scottish Government

## **3. Financial Modelling**

In order to better understand the financial package currently in place to fund ITE and induction, an analysis of current arrangements will be undertaken. This will provide clear insight into current practice and also provide clarity about the overall funding package available to help inform consideration of specific recommendations for change.

Timing: By December 2025? To be lead by Scottish Government

**From:** [Leadership Support](#)  
**To:** ['DirectorofLearning@gov.scot'](mailto:DirectorofLearning@gov.scot)  
**Subject:** RE: IMI Information  
**Sent:** 10/06/2025 14:10:00

---

Dear [REDACTED],

Thank you for coming back to me.

**Thursday 31<sup>st</sup> July, 9.30am-10.15 at Victoria Quay** works well for Pauline. I will pop that into Pauline's diary now.

If I need to pass on any other information please let me know. Thank you. [REDACTED].

[REDACTED]

[REDACTED]



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**From:** [REDACTED]@gov.scot <[REDACTED]@gov.scot> **On Behalf Of** DirectorofLearning@gov.scot  
**Sent:** 10 June 2025 12:29  
**To:** Leadership Support <leadershipsupport@gtcs.org.uk>  
**Subject:** RE: IMI Information

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Hi [REDACTED],

Thursday 31<sup>st</sup> July 09:30 – 10:15 would be good. Graeme would like to meet in Victoria Quay, is that okay for Pauline? If needed, we could also do St Andrews House to make it more central.

[REDACTED]

**From:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Sent:** 09 June 2025 10:29

**To:** Director of Learning <[DirectorofLearning@gov.scot](mailto:DirectorofLearning@gov.scot)>; [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>

**Cc:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>

**Subject:** RE: IMI Information

Dear Graeme,

Good Morning. Thank you for your email below which I have forwarded on to Pauline.

In terms of a meeting, here's a few times when Pauline is available, do any of these work at all? The meeting can be either at GTC Scotland offices, Clerwood House or at the Scottish Government, whatever works best for you.

- Thursday 19<sup>th</sup> June, 11am or 3pm
- Monday 7<sup>th</sup> July, 11am
- Wednesday 9<sup>th</sup> July, 11am
- Thursday 31<sup>st</sup> July, anytime – am or pm

If none of the above dates suit we can look at some other options. For information Pauline is [REDACTED]

With kind regards, [REDACTED]

[REDACTED]

[REDACTED]



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**From:** [DirectorofLearning@gov.scot](mailto:DirectorofLearning@gov.scot) <[DirectorofLearning@gov.scot](mailto:DirectorofLearning@gov.scot)>

**Sent:** 09 June 2025 08:05

**To:** Leadership Support <[leadershipsupport@gtcs.org.uk](mailto:leadershipsupport@gtcs.org.uk)>; [DirectorofLearning@gov.scot](mailto:DirectorofLearning@gov.scot); [REDACTED] <[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>

**Subject:** RE: IMI Information

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Morning Pauline

Good to see you at the EIS AGM, and many thanks for getting in touch about IMI following the discussion on this at the meeting involving the Cabinet Secretary. [REDACTED] and colleagues are considering next steps and will be back in touch with you in due course.

As discussed it would be good to catch up with you more generally, including on the recent report on Fitness to Teach. Copying to my team who can get in touch with [REDACTED] to set up a meeting.

Best wishes  
Graeme.

---

**From:** Leadership Support <[leadershipsupport@gtc.org.uk](mailto:leadershipsupport@gtc.org.uk)>  
**Sent:** 06 June 2025 11:39  
**To:** Director of Learning <[directoroflearning@gov.scot](mailto:directoroflearning@gov.scot)>  
**Subject:** IMI Information

Good Morning.

Please find attached letter from Pauline Stephen regarding information about IMIs. Please can this be passed on to Mr Logan.

With kind regards, [REDACTED]

[REDACTED]  
[REDACTED]



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**From:** [REDACTED] on behalf of Victoria Smith  
**Sent:** 03 June 2025 10:50  
**To:** [REDACTED]@gov.scot  
**Subject:** Accepted: Curriculum and Assessment Board (33)

**From:** [REDACTED] on behalf of Victoria Smith  
**Sent:** 20 May 2025 09:53  
**To:** [REDACTED]@gov.scot  
**Subject:** Accepted: Headteacher Recruitment and Retention Working Group meeting

**From:** [REDACTED] on behalf of Jennifer Macdonald  
**Sent:** 21 March 2025 12:09  
**To:** [REDACTED]@gov.scot  
**Subject:** Accepted: HMIE research

**From:** [REDACTED] on behalf of Pauline Stephen  
**Sent:** 10 April 2025 14:35  
**To:** [REDACTED]@gov.scot  
**Subject:** Accepted: SBTE - Workstream 3 Catch Up

**From:** [REDACTED] on behalf of Pauline Stephen  
**Sent:** 10 April 2025 14:53  
**To:** [REDACTED]@gov.scot  
**Subject:** Accepted: SBTE - Workstream 3 Catch Up

**From:** [REDACTED] on behalf of Pauline Stephen  
**Sent:** 05 June 2025 16:06  
**To:** [REDACTED]@gov.scot  
**Subject:** Accepted: SBTE

**From:** ██████████@gov.scot  
██████████@msn.com; ██████████@stir.ac.uk; ██████████;  
**To:** ██████████@educationscotland.gov.scot; ██████████@ed.ac.uk;  
██████████@uws.ac.uk; ██████████@angusschools.org.uk;  
██████████@gmail.com; ██████████@eis.org.uk;  
██████████@shetland.gov.uk;  
**Cc:** ██████████@gov.scot; ██████████@gov.scot;  
██████████@gov.scot;  
**Subject:** ADDITIONAL RRI PAPERS for comment - DiTPEW Agenda - 29 April 2025  
**Attachments:** RRI Whole School Approach - Section on staff - draft.docx; Health and wellbeing - RRI - 30 April meeting - Draft interim guidance.docx;  
**Sent:** 24/04/2025 18:03:42

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Good Afternoon all

### Interim RRI guidance

Ahead of the previously issued agenda, please find attached the most recent version of the interim RRI guidance. With thanks to those that provided comments, I have ensured that these have been fed back to the RRI secretariat. This document will be going to the RRI group for further discussion at their next meeting on 30 April 2025 where our additional comments will be discussed, including the questions that we have around whether this guidance is useful, practical and necessary. Following our meeting on Tuesday 29<sup>th</sup> I will feed back in any additional comments that we have.

### Whole School Approach

Attached is the draft staff section of the RRI group's Whole School Approach document. This has been drafted by the secretariat for that group to give us a starting point however I am keen that members have a chance to comment substantively and to make any changes that they consider necessary. The timeline for this piece of work is as follows:

- 20 mins is set aside for discussion at our meeting on 29 April 2025, after which I will make changes as needed and circulate an updated version.
- 2 weeks will then be given for further written comment from DiTPEW members
- The updated draft will come back to the DiTPEW group at our May meeting for further discussion. After which a final draft will be circulated with the minutes from that meeting.
- A further 7 days will be allowed for written comment after which it will be given back to the RRI group for their June meeting.

**Kind Regards**

██████████ | Equalities in Education  
Directorate for Learning | Scottish Government  
Mobile: ██████████ |

**Co-Chair of the Scottish Government's Mental Health and Wellbeing Committee**

---

**From:** ██████████  
**Sent:** 22 April 2025 17:17  
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<[REDACTED]@gov.scot>; [REDACTED] <[REDACTED]@gov.scot>

**Subject:** DiTPEW Agenda - 29 April 2025

Good Afternoon all

Looking forward to seeing as many of you as possible at the workshop tomorrow.

Please find attached the agenda for next week's meeting of the DiTPEW subgroup. With thanks to those who have confirmed their attendance or apologies, can I please ask that those who haven't yet let me know do so.

See you tomorrow!

**Kind Regards**

[REDACTED] | Equalities in Education  
Directorate for Learning | Scottish Government  
Mobile: [REDACTED] |

**Co-Chair of the Scottish Government's Mental Health and Wellbeing Committee**

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## Annex A

Universal approaches	Targeted approaches
<p><b>Guidance supporting culture and ethos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fostering a positive, inclusive and safe school environment</a></li> <li>• <a href="#">Included, Engaged and Involved Part 1 (update due 2026)</a></li> <li>• <a href="#">Included, Engaged and Involved Part 2 (update due 2026)</a></li> </ul>	<p><b>Supports and approaches</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Included, Engaged, Involved Part 3 - Physical intervention in schools</a></li> <li>• <a href="#">Violent, aggression, and dangerous behaviour risk-assessment guidance</a></li> </ul>
<p><b>Topic specific guidance</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Respect for All: Anti-bullying guidance</a></li> <li>• <a href="#">Preventing and responding to gender based violence in schools</a></li> <li>• <a href="#">Addressing racism and racist incidents in Schools</a></li> <li>• <a href="#">Mobile phones in schools guidance</a></li> <li>• <a href="#">Supporting transgender children and young people in schools</a></li> </ul>	
<p><b>Free Resources and professional learning</b></p> <p>ES: Developing or refreshing a <a href="#">Relationships and Behaviour Policy</a> and <a href="#">Attendance Policy</a></p> <p>ES <a href="#">Improving Attendance in Scotland Resources</a></p> <p>ES <a href="#">Professional Learning Framework (Relationships)</a></p>	

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**Subject:** Anti-Racism in Education - Curriculum Reform SubGroup Meeting 13  
May - Agenda and Papers  
Curriculum Reform SubGroup meeting - 13 May 2025 -  
Agenda.docx; Breaking the Mould through Education Reform -  
**Attachments:** Curriculum Improvement Cycle - March 2025.docx; Curriculum Reform  
SubGroup - Meeting nineteen 27 March 2025 - Note of Discussion  
(Draft).docx;

**Sent:** 02/05/2025 15:45:40

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All,

**ANTI-RACISM IN EDUCATION - CURRICULUM REFORM SUBGROUP  
MEETING 13 MAY - AGENDA AND PAPERS**

Please find attached the agenda for our meeting on 13 May and two accompanying papers:

- The note of the previous discussion and actions from the meeting on 27 March
- Our co-produced paper 'Breaking the Mould through Education Reform'

I'm also resending the link to Education Scotland's discussion paper '[Working Together to Make Change Happen](#)' which will underpin the main agenda item discussions.

Delighted that we'll be joined by [REDACTED] and [REDACTED] from Education Scotland, [REDACTED] from the Children's Parliament and some members of the wider AREP Programme Board.

Very best wishes, [REDACTED]

[REDACTED] | Curriculum Unit | Education Reform Directorate | Scottish Government | [REDACTED]

[REDACTED] | Curriculum Unit | Education Reform Directorate | Scottish Government |   
[REDACTED]

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**From:** [REDACTED]@gov.scot  
**To:** [Pauline Stephen](#)  
**Cc:** [REDACTED]@gov.scot; [REDACTED]@gov.scot;  
**Subject:** Apologies and meeting  
**Sent:** 24/04/2025 15:04:32

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Hi Pauline,

First of all, I wanted to apologise for standing you up at short notice yesterday. I'm afraid the news [REDACTED] had just reached us and I've been firefighting ever since due to absences in my infrastructure team. However, I realise it gives a really poor impression and I'm sorry. I wonder whether we might be able to speak about some of the issues you raised ahead of the SBTE meeting?

I believe you are aware that [REDACTED] also wrote to the Cabinet Secretary in relation to Fitness to Teach. Obviously, we cannot get into individual cases, but if we could also have a brief conversation to inform her response that would also be very helpful.

And lastly, it's been a while since we discussed information sharing, and I wonder whether we might touch base on that, too.

If you have any availability, I'll try to rearrange things in my diary!

Kind regards

[REDACTED]

[REDACTED]: Workforce, Infrastructure & Digital, Learning Directorate  
[REDACTED]

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# Researchers for Antiracism and Decolonial Education Scotland

*Building antiracist futures through educational research*

Are you exploring antiracist practice, decolonial theory, or ways to diversify the education profession in Scotland?

Whether your research is based in schools, further or higher education, this network aims to build community, share ideas and strengthen our collective impact.

## Who it's for:

- Academic researchers
- Doctoral students
- Practitioner-researchers
- Those working on curriculum, policy or recruitment reform

Join us by scanning the QR code.



Contact [redacted] on  
[gceducationscot@gmail.com](mailto:gceducationscot@gmail.com)

**AREP Board meeting – Wednesday 26 March**

**DRAFT: Anti-Racism in Education Programme (AREP) overarching work plan: 2024**

*Insert narrative*

**Themed sub group 1: Education Leadership and Professional Learning (ELPL)**

<b>Action 1: Educators are race cognisant and more confident and skilled in engaging in racial dialogue.</b>		
<b>Key intended outcomes:</b>		
<p><b>Outcome 1.</b> A range of professional learning opportunities which build racial literacy and confidence, is accessible to educators across the country and supports leadership at national, regional and local levels and which reference relevant professional standards (includes Initial Teacher Education (ITE), provision for Community Learning and Development (CLD) and Early Learning and Childcare (ELC) educators).</p> <p><b>Outcome 2.</b> Barriers to access and engagement are identified and removed.</p> <p><b>Outcome 3.</b> Learning opportunities capture the local context and profile of the learning community while challenging the perception that in a setting with few minority ethnic learners, this type of Career Long Professional Learning (CLPL) is not required.</p> <p><b>Outcome 4.</b> The lived experience of educators and young people informs the professional learning available.</p>		
<b>Outputs</b>	<b>Action drivers</b>	<b>Milestones &amp; progress linked to key outcomes</b>
<p><b>Output 1.1:</b> Co-construct a national anti-racist professional learning offer, Building Racial Literacy, to build capacity across the system for more professional learning opportunities.</p> <p><b>Complete - updates on programme listed under output 1.2.</b></p>	<ul style="list-style-type: none"> <li>• Education Scotland</li> <li>• ELPL sub group</li> <li>• BRL Programme Design members</li> <li>• Diversity in the Teaching Profession and Education Workforce (DiTPEW) sub group</li> </ul>	<ul style="list-style-type: none"> <li>• The Building Racial Literacy (BRL) programme has been co-constructed, informed by lived experience and young people (<b>outcome 4</b>) and four cohorts have now completed the programme since it was the first cohort in 2022. Two cohorts are taking place in 2024/2025.</li> <li>• The Building Racial Literacy external evaluation was published on the ES website in August 2024.</li> <li>• Applications from ITE/CLD/ELC/Leadership were prioritised for cohort 4 to trial the approach to creating more leadership-focussed system change. ITE prioritisation has</li> </ul>

		<p>resulted in the most noticeable impact, connecting with the ITE framework.</p>
<p><b>Output 1.2:</b> Embed professional learning and leadership offers focused on racial literacy and race equality within all aspects of the education system.</p>	<ul style="list-style-type: none"> <li>• Education Scotland</li> <li>• ELPL sub group</li> <li>• DITPEW sub group</li> <li>• Association of Directors of Education Scotland (ADES)</li> <li>• Anti-Racism in Initial Teacher Education (ARITE) Network</li> </ul>	<ul style="list-style-type: none"> <li>• BRL alumni have the opportunity to access additional professional learning to help them design and deliver anti-racist professional learning outwith BRL in their own settings (<b>outcomes 1 and 3</b>). The alumni network established and meeting regularly, facilitated by ES. Leading Effective Anti-Racist Professional Learning development day for BRL alumni in August 2024: 22 attendees, 18 survey responses. 100% very likely to implement learning and share with colleagues. 100% rated the training “good” or “very good.” “Whole session was excellent. The resources for us to use when facilitating sessions were beyond my expectations.”</li> <li>• A local authority network on supporting anti-racist education is also facilitated by ES, connecting them with AREP work and the BRL programme/alumni. One third of local authorities have engaged with the network session on supporting anti-racist education in September.</li> <li>• Connection to ARITE network established and updates from them available.</li> <li>• There has been discussion across a wide range of networks leading to ES and anti-racism mentors supporting racial literacy learning in other settings (e.g. leadership sessions, probationer training days, etc).</li> <li>• Education Scotland has developed a professional learning framework on <a href="#">Inclusion, Wellbeing and Equalities</a>. Resources and professional learning on racial literacy will be embedded and signposted as part of the framework.</li> </ul>

		<p>Some are published, and some are in development – it will be an iterative process.</p> <ul style="list-style-type: none"> <li>• 3 BRL+ sessions with a range of speakers scheduled for January to March 2025.</li> </ul>
<p><b>Output 1.3:</b> Continue to develop and effectively communicate and raise the profile of professional learning resources and opportunities.</p>	<ul style="list-style-type: none"> <li>• Education Scotland</li> <li>• ELPL sub group</li> <li>• DITPEW sub group</li> <li>• ADES</li> <li>• ARITE Network</li> </ul>	<ul style="list-style-type: none"> <li>• Publication of the Breaking the Mould Principles for an Anti-Racist Curriculum published on the Education Scotland website in June 2023 and shared widely. <ul style="list-style-type: none"> <li>- BHM webinar and Alumni showcase Webinars have had positive feedback and requests for more of the same. An <i>Anti-Racist Actions Showcase</i> is scheduled for January 2024 to continue exemplifying the principles in action.</li> </ul> </li> <li>• BRL Mentors scheme beginning in September 2024, giving successful applicants time out of class to lead anti-racism initiatives. <ul style="list-style-type: none"> <li>- 31 BRL alumni from across 16 local authorities were selected to become Anti-Racism Mentors this year. Anti-Racism Mentor Training for selected BRL alumni: 100% very likely to implement learning and share with colleagues. 100% rated the training “good” or “very good.”</li> </ul> </li> <li>• BRL alumni co-constructed a facilitated with ES colleagues for leading anti-racism professional learning. This is now being shared with alumni for use. This pack will be further developed by May 2025 with added session resources and more input from BRL alumni.</li> <li>• The Development Education Centres (DECs) continue to offer anti-racist professional learning opportunities as part of their programmes on global citizenship.</li> </ul>

		<ul style="list-style-type: none"> <li>• Education Scotland's Middle Leaders Leading Change programme has made anti-racism one of its four pillars of learning in the programme. This is now an open access resource meaning all teachers, ELC and CLD practitioners can access the leadership learning via the Education Scotland website.</li> <li>• ES co-constructs a newsletter with BRL alumni for anyone in education to help raise awareness of opportunities and resources.</li> <li>• Education Scotland facilitated a webinar (125 attendees) on anti-racist education as part of CRER's Black History Month programme, highlighting the most up to date national developments and curricular resources.</li> <li>• ES now working with artist to create short social media adverts for BRL using voice clips from children and young people, as well as the Young People's Anti-racist Anthology – a collection of submissions of stories, poetry, and art from young people about racism/anti-racism.</li> <li>• ES delivered a workshop on Anti-Racism and Preventing Radicalisation and Extremism at the AHDS conference in November 2025</li> </ul>
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<b>Action 2: Anti-racism is a leadership priority and made explicit in planning processes and documents</b>
<p><b>Key intended outcomes:</b></p> <p><b>Outcome 1:</b> Processes which support visible anti-racist leadership, planning and improved culture and ethos in education contexts are in place and working well.</p> <p><b>Outcome 2:</b> Professional learning and leadership facilitates sharing of practice in anti-racist leadership and planning across all partners.</p>

<b>Outcome 3.</b> Cohesive links to inspection frameworks and policy drivers are in place and understood.		
Outputs	Action drivers	Milestones & progress linked to key outcomes
<b>Output 1.1:</b> Support for formal and explicit planning for improvement in equalities and anti-racist practice will be developed and implemented as part of education improvement planning.	<ul style="list-style-type: none"> <li>• ELPL sub group</li> <li>• DITPEW sub group</li> <li>• Education Scotland Inspectorate - HMI</li> <li>• ADES</li> <li>• Scottish Government (links to broader policy areas)</li> </ul>	<ul style="list-style-type: none"> <li>• Target: To make links with ADES and new Inspectorate</li> </ul>
<b>Output 1.2:</b> Foster stronger links between stakeholders to influence ongoing policy development and implementation.	<ul style="list-style-type: none"> <li>• All stakeholders</li> </ul>	
<b>Output 1.3:</b> Share case studies of practice, for example through the Building Racial Literacy programme learning communities and webinars focusing on self-evaluation and anti-racist leadership.	<ul style="list-style-type: none"> <li>• ELPL sub group</li> <li>• DITPEW sub group</li> <li>• Education Scotland</li> <li>• ADES</li> <li>• Scottish Government (links to broader policy areas)</li> </ul>	<ul style="list-style-type: none"> <li>• BRL+ webinars (eg Anti-Racist Clubs, Anti-Racist Critical Thinking and Curriculum Design) recorded and shared for future reference. <b>Another BRL+ webinar (Anti-Racist Actions Showcase) is scheduled for January 2025.</b></li> <li>• Anti-racist sessions at the Scottish Learning Festival (September 2023), recorded and available on the Education Scotland YouTube channel.</li> <li>• Education Scotland delivered several workshops on the school leader's role in anti-racist education (Association of Heads and Deputes Scotland (AHDS) conferences, Into Headship conference and a number of local authority groups).</li> </ul>
<b>Output 1.4:</b> Agree process to identify impact of focus on planning and practice.	<ul style="list-style-type: none"> <li>• ELPL sub group</li> <li>• DITPEW sub group</li> </ul>	<ul style="list-style-type: none"> <li>• External evaluation of BRL was completed in March 2024 and used to inform the planning for funding applications for 2024/2025.</li> </ul>

	<ul style="list-style-type: none"> <li>• Education Scotland - HMI</li> <li>• ADES</li> <li>• Scottish Government (links to broader policy areas)</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping exercise of local authority and regional developments could help track impact of focus on planning and development.</li> </ul>
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<b>Action 3: Whole establishment approaches to anti-racism are embedded in learning communities</b>		
<b>Key intended outcomes</b>		
<p><b>Outcome 1:</b> Relevant resources and development activities are in place and accessible to support whole establishment approaches to anti-racism to effect meaningful and sustainable change</p> <p><b>Outcome 2:</b> Strategies are in place to secure commitment locally and nationally to promoting whole establishment approaches to anti-racism including ongoing capacity building for professionals. (Whole establishment approaches include a focus on the 4 contexts for learning, all ages, and emphasise the key role of learning across the curriculum and of parents and learners in the wider life of the learning community).</p>		
<p><b>Output 1.1:</b> Foster external links with third sector organisations across and beyond the learning community to develop support process which ensure policies and practices are fit for purpose</p>	<p><b>Action drivers:</b></p> <ul style="list-style-type: none"> <li>• ELPL sub group</li> <li>• Racism and Racist Incidents (RRI) sub group</li> <li>• Education Scotland</li> <li>• CLD Standards Council</li> <li>• General Teaching Council Scotland (GTCS)</li> </ul>	<p><b>Progress/updates</b></p> <ul style="list-style-type: none"> <li>• Link with RRI workstream to identify and agree relevant professional learning to support agreed outcomes</li> <li>• Sponsoring updates from DITPEW links added as a rolling agenda item</li> <li>• Scotdec working with a selection of schools across Edinburgh on their anti-racism programme, seeing staff construct their own plans for responding to racism and preventing it occurring.</li> </ul>

	<ul style="list-style-type: none"> <li>• Relevant ELC organisations</li> <li>• Scotdec/Wosdec</li> </ul>	
<p><b>Output 1.2:</b> Develop a range of case studies to share practice across different contexts, for example through the Building Racial Literacy programme network for anti-racist clubs</p>	<ul style="list-style-type: none"> <li>• Education Scotland</li> </ul>	<ul style="list-style-type: none"> <li>• BRL Mentors project began in September 2024 and some mentors aiming to create case studies.</li> </ul>

<p><b>Action 4: Anti-racist teaching and learning is embedded across the curriculum</b></p>		
<p><b>Key intended outcomes:</b></p> <p><b>Outcome 1:</b> Race cognisant educators are supported in their role to combat structural racism through the development of anti-racist cultures, practices and approaches across the curriculum.</p>		
<p><b>Output 1:1</b> Support the Curriculum Reform sub group in identifying effective practice via the BRL programme networks</p>	<p><b>Action drivers</b></p> <ul style="list-style-type: none"> <li>• ELPL sub group</li> <li>• Curriculum reform sub group</li> <li>• Relevant ELC organisations</li> <li>• Education Scotland</li> </ul>	<p><b>Milestones/progress updates</b></p> <p>Connections in place with Curriculum reform sub-group</p> <p>Anti-Racist Curriculum Principles shared with BRL past participants</p> <p>Anti-Racist Curriculum Principles are being shared as core content on the BRL programme.</p>

## Themed sub group 2: Diversity in the Teaching Profession & Education Workforce

1.SUPPORT THE BLACK AND MINORITY ETHNIC EDUCATION WORKFORCE		
<p><b>Key intended outcomes:</b></p> <p><b>Outcome 1:</b> Black and minority ethnic teachers and staff are well supported in all aspects of their career, leading to a decrease in those leaving the profession.</p> <p><b>Outcome 2:</b> Leaders at all levels are trained and equipped to recognise and address racism in all its forms</p>		
Outputs	Action drivers	Milestones & progress linked to key outcomes
<p><b>Output 1</b> Support local authorities in the enactment of the 2024 Sponsoring Report</p>	<p>ADES COSLA Local Authorities Individual school's leadership teams Teacher Unions - EIS, NASUWT, SSTA , HAT GTCS Scottish Enterprise BME teacher networks</p>	<ul style="list-style-type: none"> <li>- Sponsoring Report was published by the GTCS on 03 September 2024.</li> <li>- Discussion to be had at DiTPEW about what the role of the group is in supporting the enactment. Some consideration to also be given to how this interacts with the enactment of the Action Guide</li> <li>- Planning <u>underway continues for a to hold a DiTPEW workshop-style event for HR staff</u> centred around enactment of the Action Guide within local authorities. <u>A provisional date of 23 April 2025 has been identified. Invites will shortly be issued via [REDACTED] to the ADES Personnel Network.</u></li> </ul>
<p><b>Output 2</b> Work with Racism and Racist Incidents workstream on the development and delivery of their Whole School Approach (WSA) to implement mechanisms to record and report racism and racist incidents towards staff and to support Black and Minority Ethnic staff.</p>	<p>RRI Curriculum reform group Local Authorities School Clusters Regional Improvement Collaboratives ADES Teacher Unions - EIS, NASUWT, SSTA , HAT</p>	<ul style="list-style-type: none"> <li>- <u>A discussion on the <del>The</del> DiTPEW <u>input into</u> has <u>agreed to input into</u> the RRI group's interim guidance, highlighting existing materials and resources available to help employers to tackle RRI by and against staff. <u>is scheduled to take place at the next DiTPEW meeting on 25 March after which this will be fed back to the RRI group.</u></u></li> </ul>

	GTCS BME teacher networks	<p><del>This includes providing scenario-based resources.</del></p> <ul style="list-style-type: none"> <li>- The DiTPEW group has also agreed to draft the section within the Whole School Approach document targeted at RRI by and against staff.</li> </ul>
<b>2 RECRUITMENT, RETENTION AND PROGRESSION OF MINORITY ETHNIC TEACHERS AND STUDENT TEACHERS</b>		
<p><b>Key intended outcomes:</b></p> <p><b>Outcome 1:</b> Employers of teachers are well equipped to develop, deliver and enact anti-racist recruitment , retention and promotion frameworks, leading to increased numbers of Black and minority ethnic teachers at all career stages.</p> <p><b>Outcome 2:</b> Black and minority ethnic teachers and student teachers experience anti-racist approaches at all stages of their workplace journey, leading to increased numbers of Black and minority ethnic teachers at all career stages</p>		
<b>Outputs</b>	<b>Action drivers</b>	<b>Milestones &amp; progress linked to key outcomes</b>
<b>Output 1</b> delivery of a national anti-racism framework for initial teacher education.	SCDE ARITE Network ITE Local Authorities ADES Teacher Unions - EIS, NASUWT, SSTA , HAT GTCS BME teacher networks	<ul style="list-style-type: none"> <li>- Published by the SCDE on June 2023</li> <li>- Role of the DiTPEW is to maintain a watching and consultative brief on the enactment of the framework which is being taken forward through the Anti-Racism in ITE network, facilitated by the SCDE. No set milestones.</li> </ul>
<b>Output 2</b> Development and delivery of a national anti-racism Action Guide for education employers	ADES COSLA Local authorities Network – similar to ARITE (TBC) Local Authorities School Clusters Regional Improvement Collaboratives	<ul style="list-style-type: none"> <li>- Action Guide was published by the Scottish Government on 02 September 2024 and was circulated to all Directors of Education as well as ADES HR and Personnel networks.</li> <li>— <del>Working with ADES to secure a slot on the ADES Personnel Network to speak to the Action Guide.</del> <u>Following discussion with ADES, a decision has been made that instead of attending the ADES personnel network meeting</u></li> </ul>

	Teacher Unions - EIS, NASUWT, SSTA , HAT GTCS BME teacher networks	<p><u>that the DiTPEW will invite members of that network to the upcoming workshop.</u></p> <ul style="list-style-type: none"> <li>- Planning underway for a workshop <del>style event</del> centred on the Action Guide, <u>provisionally scheduled for 23 April 2025.</u></li> </ul>
<b>Output 3</b> DiTPEW sub group contributes to the development of guidance related to the use of positive action measures, as committed to in the Scottish Government's Anti-Racist Employment Strategy.	Fairer Workforce colleagues – DiTPEW sub group inputs COSLA ADES Teacher Unions - EIS, NASUWT, SSTA , HAT GTCS BME teacher networks	<ul style="list-style-type: none"> <li>- Role of the DiTPEW is to inform the development of any guidance. There is a question currently over whether this will be formal written guidance or more of consultative engagement.</li> </ul>

### Action 3: DATA COLLECTION & PUBLICATION

#### Key intended outcomes

Outcome 1: Policy is racially competent as a result of robust data being gathered and used to inform its development and delivery

Outcome 2: Monitoring of progress on measures to address underrepresentation is better informed.

Outputs	Action drivers	Progress/updates
<p><b>Output 1:</b> Publication of an annual data report, which demonstrates in detail where increases in minority ethnic teachers have occurred and what the picture is generally.</p> <p><b>Output 2:</b> Review and revision of the current target, that by 2030 4% of teachers should be minority ethnic.</p>	SG analytical services DiTPEW ITE Local Authorities Regional Improvement Collaboratives ADES Teacher Unions - EIS, NASUWT, SSTA , HAT GTCS BME teacher networks	<ul style="list-style-type: none"> <li>- Currently working with UCAS to identify additional data sets that will allow us to plug gaps in data related to the application/acceptance journey into ITE. This work is temporarily paused due to financial controls.</li> <li>- The GTCS have recently undertaken activities to help plug gaps in equalities data related to registered teachers. <u>This work, along with other data sets is helping to inform advice to the Cabinet Secretary in relation to conducting a review of the 2030 target.</u></li> </ul>

<p><b>Output 3:</b> Approaches are developed by LAs, ITE providers and other employers of teachers to address the issue of data gaps stemming from individuals choosing not to declare their ethnicity</p>	<p>ARITE</p>	<ul style="list-style-type: none"> <li>- <b>Ongoing</b> – To identify and address data gaps in order to meaningfully review the 2030 target – work currently being undertaken to establish whether additional research is needed to collect data in order to plug these gaps.</li> </ul>
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**Themed sub group 3: Curriculum Reform**

<p><b>Action 1: Review and Reform of the Curriculum Framework from early years onwards, to articulate anti-racist practice and learning</b></p>		
<p><b>Key intended outcomes:</b></p> <p><b>Outcome 1. Scotland’s Curriculum articulates and embeds anti-racism ensuring that all learners and educators experience an inclusive and responsive education experience that promotes and exemplifies the importance of diversity, equality and rights.</b></p> <p><b>Outcome 2. Scotland’s anti-racist curriculum principles, <i>Breaking the Mould</i>, are an explicit feature of a revised and contemporary curriculum framework.</b></p> <p><b>Outcome 3. The lived experience of educators and young people informs and influences the broad curriculum framework and specific curriculum areas within it.</b></p>		
<p><b>Outputs</b></p>	<p><b>Action drivers</b></p>	<p><b>Milestones &amp; progress linked to key outcomes</b></p>
<p><b>Output 1</b> Co-creation of Principles for an Anti-Racist Curriculum</p>	<p>Scottish Government Education Scotland AREP Curriculum workstream members from IYS, CRER and SYP</p>	<ul style="list-style-type: none"> <li>• Publication of the Anti-Racism in Education Principles online in June 2023 with very supportive response.</li> <li>• Signed off by COSLA Board</li> <li>• Used as a frame of reference in a number of presentations and engagements by Education Scotland supporting national and local practice.</li> <li>• Core to the commitments and guidance created as part of AREP-wide plans to engage with the education sector (through a Summit or other vehicle)</li> </ul>

		<ul style="list-style-type: none"> <li>• Strong feature within the work on Social Justice, Rights and Equalities in the curriculum led by ES</li> </ul>
<p><b>Output 2</b> Co-creation of anti-racism in education principles for children and young people by children and young people</p>	<p>Scottish Government Education Scotland IYS Children’s Parliament AREP Curriculum Workstream AREP RRI workstream</p>	<ul style="list-style-type: none"> <li>• Offer of grant issued to the Children’s Parliament in July 2024 to lead the development of principles by children and young people for children and young people</li> <li>• IYS as key partners in design and delivery</li> <li>• ████████ and ScotDEC as key partners in profession learning</li> <li>• Residential school in Dundee and celebration day 8 November 2024</li> <li>• Publication and promotion <b>Spring</b> 2025 (delayed a little due to key staff absence)</li> <li>• <b>Draft call to action from cyp <u>has been submitted – will share with the Board once it’s been considered and signed off</u> further developed. Potential to be a valuable platform for further emphasising the voice of children and their rights and amplifying ant-racism as something that children feel strongly about.</b></li> </ul>
<p><b>Output 3</b> Development and promotion of anti-racist curriculum resources and associated professional learning opportunities to support implementation of the Principles</p>	<p>Education Scotland</p>	<ul style="list-style-type: none"> <li>• Building on work initiated through the ADES Curriculum, Assessments and Qualifications network, creating opportunities for local authority support and sharing - <b>ongoing</b>.</li> <li>• Education Scotland providing bespoke anti-racist professional learning sessions for headteachers and leaders in several local authorities considering anti-racist leadership – <b>ongoing</b>.</li> <li>• Subject and sector-specific anti-racist professional learning developed using the <i>Breaking the Mould</i> Principles for an Anti-Racist Curriculum.</li> </ul>

		<p>Collaboration with other organisations and curricular areas under consideration.</p> <ul style="list-style-type: none"><li>• Core funding for the Development Education Centres supports anti-racist professional learning opportunities as part of their programmes on global citizenship.</li><li>• Education Scotland has developed a professional learning framework on Inclusion, Wellbeing and Equalities, launched in spring 2024. Resources and professional learning on racial literacy are embedded and signposted as part of the framework.</li><li>• Education Scotland developing examples of practice which exemplifies the principles – ongoing.</li><li>• Education Scotland facilitated a webinar (125 attendees) on anti-racist education as part of CRER’s Black History Month programme, highlighting the most up to date national developments and curricular resources.</li><li>• Black History Month webinar on 7 October 2024 led by Education Scotland on anti-racism in education, showcasing national and local practice and including launch of new anti-racist curricular resources <a href="http://www.antiracisted.scot">www.antiracisted.scot</a></li><li>• Education Scotland’s new Anti-Racism Mentors programme has established a valuable forum of racially-literate and committed educators who are supporting aspects of the curriculum workstream such as a new group looking at modern studies and anti-racism in the curriculum – <b>work commencing in January 2025</b></li><li>• Valuable new connections with Historic Environment Scotland and the National Art Galleries on their work</li></ul>
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		<p>looking at decolonising their collections and education resources. Ongoing work with Museums and Galleries Scotland regarding the curriculum aspect of the Empire, Slavery and Scotland's Museums Report.</p> <ul style="list-style-type: none"> <li>• Proposal in developed with <a href="#">Lit in Colour</a>, ES, SQA and SG to consider a partnership pilot in Scotland in 2025/26.</li> <li>• Professional learning underpinning the ScotDEC and WOSDEC anti-racist resources for early level and health and wellbeing underway online and with local authorities. Level one HWB resource to be launched in Spring 2025. Literacy and English resource in the testing phase.</li> <li>• Sugar Histories resource developed by Education Scotland in final phase and will be shared soon for awareness.</li> <li>• Discussions underway in partnership with the SubGroup regarding how best to focus the workstream budget in relation to priorities.</li> </ul>
<p><b>Output 4</b> Align and embed anti-racist education and principles within wider curriculum and education reform</p>		<ul style="list-style-type: none"> <li>• Contribution to National Discussion on Scotland's Education from Sub-Group setting out key aspects of an anti-racist education system where every learner matters (December 2022).</li> <li>• Contribution to Education Bill consultation in December 2023 highlighting importance of anti-racism and inclusive education as structural issues.</li> <li>• Continue to develop links to UNCRC, wider Equalities and the Learning for Sustainability Action Plan alongside the developing Social Justice, Rights and Equalities Curriculum Co-Design process</li> </ul>

		<p>framing anti-racism within this broader context – <b>ongoing</b>.</p> <ul style="list-style-type: none"> <li>• Contribute to Curriculum Improvement Cycle through work to highlight and embed cross-cutting themes – <b>ongoing</b>.</li> <li>• <b>CIC established as a standing item on the SubGroup agenda with next session (on 27 March) meeting with ES leads to consider the role of the AREP and how anti-racism and representation is being embedded in the process. <u>This has been postponed to the May meeting to include further ES CIC leads.</u></b></li> </ul>
<p><b>Action 2: Development and curation of high quality resources that support and grow anti-racist learning and teaching across the curriculum</b></p>		
<p><b>Key intended outcome:</b>  <b>Outcome 1: Leaders, educators and practitioners have access to a wide range of high quality resources inspiring and supporting the design and delivery of an anti-racist curriculum</b></p>		
<b>Outputs</b>	<b>Action drivers</b>	<b>Milestones &amp; progress linked to key outcomes</b>
<p><b>Output 1:</b> Develop, communicate and amplify anti-racist curriculum resources and associated professional learning opportunities.</p>	<p>Scottish Government  Education Scotland  AREP Curriculum sub group  AREP Education Leadership and Professional Learning sub group</p>	<ul style="list-style-type: none"> <li>• Development of Education Scotland website</li> <li>• Promotion to BRL alumni and key subject-specific and local curriculum networks</li> </ul>
<p><b>Output 2:</b> New anti-racist resources developed by West and East of Scotland DECs. Focus on early years, health and</p>	<p>Scottish Government  Education Scotland  AREP Curriculum workstream</p>	<ul style="list-style-type: none"> <li>• Development, design and testing with practitioners and anti-racist education expertise October 2023- June 2024</li> </ul>

<p>wellbeing and personal and social education.</p>		<ul style="list-style-type: none"> <li>• Finalisation, website build and publication June 2024-October 2024 – to be launched at EdScot Black History Month event 7 October 2024</li> <li>• Plan for professional learning to support roll-out – both online and face-to-face (dependent on funding decisions – now agreed and allocated)</li> </ul>
<p><b>Output 3:</b> New anti-racist resources developed by West and East of Scotland DECs. Focus on Literacy and English.</p>	<p>Scottish Government Education Scotland AREP Curriculum workstream</p>	<ul style="list-style-type: none"> <li>• Development, design and testing with practitioners and anti-racist education expertise September 2024-June 2025</li> <li>• Finalisation, website build and publication June 2025-September 2025</li> <li>• Plan for professional learning to support roll-out – both online and face-to-face (dependent on funding decisions)</li> </ul>
<p><b>Output 4:</b> New anti-racist resources and community of practice developed through the Teaching Slavery in Scotland (TSS) Professional Learning project</p>	<p>Scottish Government Education Scotland SQA AREP Curriculum workstream TSS project team</p>	<ul style="list-style-type: none"> <li>• Scottish Government funded programme for academic years 2023-24 and 2024-25</li> <li>• Resources already published online with additional material to follow as well as videos capturing learning and innovative curriculum design.</li> <li>• Residential for educators took place in January 2025 and new resources being refined.</li> </ul>
<p><b>Output 5</b> New resources and professional learning on Empire and Migration in the senior phase of the history curriculum</p>	<p>Scottish Government Education Scotland SQA AREP Curriculum workstream METISS project team</p>	<ul style="list-style-type: none"> <li>• Scottish Government funded programme for academic years 2024-25 to be launched in October 2024</li> <li>• Partnership with ES and SQA to ensure connections with national policy and delivery</li> <li>• Residential for educators took place in January 2025 and new resources being refined. Work underway with ES and SQA to ensure that learning can influence curriculum and qualifications reform.</li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Blog article on the METISS programme hosted by Mark Priestley</a> <a href="#">The METISS Programme: A Case-Study in Teacher Curriculum-Making and Decolonization – Professor Mark Priestley</a></li> </ul>
<b>Action 3: Anti-Racist Curriculum expertise established and developed in Education Scotland</b>		
<p><b>Key intended outcomes</b></p> <p><b>Outcome 1:</b> Education Scotland’s strategic approach to anti-racism supports positive change and progress in anti-racist education at local level – links to ELPL and RRI workstreams.</p> <p><b>Outcome 2:</b> Education Scotland demonstrates visible leadership and expertise on anti-racist education and its intersection with rights, equalities and social justice – links to ELPL workstream</p>		
<p><b>Output 1:</b> Creation of new online resources to support curriculum design</p> <p><b>Output 2:</b> Provision of professional learning and development on anti-racist practice and subject-specific support</p> <p><b>Output 3:</b> Establishment and leadership of networks focused on local authorities and key curriculum partners</p>	<p>Education Scotland          Scottish Government          AREP curriculum workstream          ADES          BRL</p>	<ul style="list-style-type: none"> <li>• Education Scotland has established a network for LAs focused on sharing learning, developing practice and linking to other AREP workstreams. This has led to a number of local and bespoke anti-racist professional learning sessions for headteachers and leaders in several local authorities developing their approach to anti-racist leadership. One third of local authorities have engaged with the network session on supporting anti-racist education in September.</li> <li>• Subject and sector specific anti-racist professional learning is being developed using the Breaking the Mould Principles for an Anti-Racist Curriculum (Education Scotland’s Social Studies networks, Literacy networks, Religious, Moral and Philosophical Studies network and BRL alumni network). Collaboration with other organisations and curricular areas under consideration.</li> <li>• 2 BRL+ webinars (one on Anti-Racist Clubs and one Anti-Racist Critical Thinking and Curriculum Design) sharing practice, recorded and shared for future reference.</li> </ul>

		<ul style="list-style-type: none"> <li>• Education Scotland delivered several workshop on the school leader's role in anti-racist education (AHDS conferences, Into Headship conference and some local authority groups).</li> </ul>
<b>Action 4: Partnership working with HM Inspectorate and Care Commission to identify and articulate anti-racism as part of an inclusive education system that promotes social justice, rights and equalities – links with ELPL and RRI</b>		
<b>Key intended outcomes:</b> <b>Outcome 1:</b> Revised Inspection Frameworks for early learning setting and schools articulate anti-racism in the curriculum as a core and measurable aspect of an inclusive and diverse education that should be available to all learners and educators		
<b>Output 1: Work with HMI and Care Commission on review of shared ELC inspection framework</b> <b>Output 2: Work with HMI as part of review of schools education</b>	Scottish Government Education Scotland AREP Curriculum Workstream AREP ELPL Workstream	<ul style="list-style-type: none"> <li>• Response to consultation in January 2024 and meetings with HMI and CI to emphasis the case for anti-racism being explicitly mentioned as a context for inclusion. Framework due to be published Autumn 2024.</li> <li>• Initial meeting with lead for schools inspection review with encouraging early indications that rights, inclusion and social justice will be a factor.</li> <li>• Discussion session with AREP Curriculum workstream late 2024</li> <li>• <u>Approach from HMI regarding their forthcoming consultation sharing the key principles and seeking views from the AREP curriculum group. Response focused on need to articulate intent re anti-racism from the outset and to build in meaningful engagement with AREP groups and others to ensure representation.</u></li> </ul>
<b>Action 5: Anti-Racism in Education Small Grants Fund supporting and encouraging children and young people-led activity in schools and communities</b>		

<b>Key intended outcomes:</b> <b>Outcome 1: Children and young people in schools and communities across Scotland have access to funding to support anti-racist activity.</b>		
<b>Output 1</b> A range of activities, partnerships, resources and learning experiences are created and led by children and young people (for example videos on the harms of racism, books with anti-racism themes, events in schools raising the profile of the diversity of the school and wider community, visits to museums, partnerships and gatherings of school anti-racism clubs	Scottish Government (managed and funded) Education Scotland	<ul style="list-style-type: none"> <li>Plans for a further round of the Fund in academic year 2024-25 will be subject to review in light of financial controls and scrutiny</li> <li>Scottish Government financial controls limited the ability to run the Fund in 2024/25. Pleased to have been able to support one project in Inverclyde with Inverkip primary and the Watt Institution collaborating on the creation of an animated film critically examining Inverclyde's colonial legacies through the museum's collection.</li> </ul>
<b>Action 6: Partnership with SQA (and successor body) to identify and address concerns in relation to language, content and omissions across qualifications and to embed and promote an anti-racist approach to new qualifications</b>		
<b>Key intended outcomes:</b> <b>Outcome 1: All SQA (and successor body) materials and communications reflect anti-racist practice and language and demonstrates leadership in anti-racism</b>		
<b>Output 1: Language changes within humanities qualifications (includes history and geography)</b> <b>Output 2: Working group formation to identify further and more substantial opportunities to embed anti-racism and decolonised content within history qualifications</b>	Scottish Government SQA Education Scotland AREP Curriculum sub group Teaching Slavery in Scotland project team and educators	<ul style="list-style-type: none"> <li>Language changes made by SQA in June 2024 and communicated to all exam centres.</li> <li>Press release issued setting out 'the why' and referencing partnerships with those involved and voice of young people – January 2025.</li> <li>Working group remit and membership agreed, and first meeting taking place 30 October 2024. Co-chaired by SG and SQA with membership from ARE SubGroup, University of Glasgow, and history teachers from Edinburgh and South Lanarkshire. Focus on three key areas: Migration and Empire, The Trade in Enslaved African People and American Civil Rights. Educators have had meetings to identify key issues and have engaged with those on the</li> </ul>

METISS and TSS programmes. Meeting has taken place with history students at University of Glasgow and more to follow seeking experiences of young people.

#### Themed sub group 4: Racism & Racist Incidents in Schools (RRI)

Action 1: WHOLE SCHOOL APPROACH TO RACISM & RACIST INCIDENTS		
<p><b>Key intended outcomes:</b></p> <p><b>Outcome 1.</b> A Whole School Approach to tackling racism and racists incidents is embedded in schools</p> <p><b>Outcome 2.</b> Teachers and school staff have a clear understanding of what constitutes a racist incident and are well equipped to address, mitigate and prevent them.</p> <p><b>Outcome 3.</b> Staff, pupils and parents understand what to do in the event of a racist incident and know that they will be supported.</p> <p><b>Outcome 4:</b> Recording and monitoring processes are clear and unambiguous and staff understand how to use them.</p>		
Outputs	Action drivers	Milestones & progress linked to key outcomes
<p><b>Output 1.1</b> Publication of WSA guidance to tackling racism and racist incidents</p>		<ul style="list-style-type: none"> <li>• Drafting has begun with the RRI group on the WSA to tackling racism and racist incidents in schools.</li> <li>• As part of the WSA, consideration will be given to resources to support pupils, parents and carers.</li> <li>• Group have agreed to have an initial focus on responding to RRI and are currently developing an interim resource which will contain practical information to support schools to respond to racist incidents.               <ul style="list-style-type: none"> <li>○ <b>This</b> resource will include information about recording and monitoring of incidents to ensure this process is clear and staff understand their role in recording, monitoring and evaluation of incidents.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>○ Drafting has progressed well. A draft document was circulated to members for discussion at the March meeting. Draft was generally received well, with helpful feedback being given by members.</li><li>○ Group agreed to continue consideration of key areas for development (such as Scenarios) via correspondence, with plan to agree interim resource at meeting on 30<sup>th</sup> April.</li><li>○ Aiming for publication of interim guidance by end of school year, pending agreement by workstream and internal SG clearance process.</li><li>● At March meeting, workstream also agreed revised workplan to allow for publication of Whole School Approach at end 2025.</li><li>● 'Evaluation' section of WSA is next area to be drafted and discussed.</li></ul>
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## Annex

### ELPL sub group

1. Members:
2. Dates of previous meetings:
3. Date of next meeting:

**DITPEW sub group**

1. Members:

[Redacted member list]

2. Dates of previous meetings (last 6 months due to length)

Sept 2024  
August 2024  
June 2024  
May 2024  
Feb 2024

Date of next meeting: 29 October

**Curriculum Reform sub group**

1. Members:

2. Dates of previous meetings

3. Date of next meeting

**RRI sub group**

1. Members:

[Redacted member list]

[REDACTED]

2. Dates of previous meetings:

- October 2024
- June 2024
- May 2024
- January 2024
- November 2023
- October 2023
- September 2023
- March 2022
- January 2022
- November 2021
- October 2021
- August 2021

3. Date of next meeting: 9 December 2024

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**Subject:** AREP anti-racist commitment - link  
**Sent:** 08/05/2025 18:42:16

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Dear Taskforce Members

I hope you're all well and enjoying the good weather.

Please find attached a link to the anti-racist commitment:

<https://blogs.glowscotland.org.uk/glowblogs/promotingraceequalityandantiracisteducation/scotlands-anti-racism-in-education-commitment/> as ever, I would be grateful if you would share it with as many groups and individuals as possible.

I'll also take the opportunity to let you know that after 5 years in this role, I'm leaving Learning Directorate for another post elsewhere in the Scottish Government. Hopefully the process will be put in place shortly to recruit to replace me when I go at the end of May. I will still 'speak' with many of you before I finish up, but I would like to take this opportunity to say how much I have enjoyed working with you all over the years. It's no understatement to say that I've learned a lot. I'm sure our paths will cross again (I always worry that sounds more like a threat than a friendly sentiment!)

Kind regards

██████████.

████████████████████

██

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<https://onescotland.org/equality-themes/advisory-council-women-girls/>

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**Subject:** AREP Board March meeting minutes

**Attachments:** AREP Event - Survey Results Summary.docx;AREP Board Minutes - 26  
March 2025 meeting.docx;AREP event recordings - link access.docx;

**Sent:** 04/04/2025 19:01:56

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**Follow Up Flag:**

Follow up

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Good afternoon AREP Board Members,

Please see attached the minutes for the AREP Board meeting held on 26 March. If you have any comments, please don't hesitate to reach out.

A key action from the meeting was for Members to reflect on the paper about the evolving nature of the AREP Board and provide comments via email prior to the next meeting. Please send any comments you may have by end of day **Friday, 18 April**.

I have also attached two documents related to the AREP event to this email.

1. Summary document of the feedback we received via the post-event survey
2. Document containing access to the event recordings (We're working hard behind the scenes with IT colleagues to get these available as files you can access! But because of security reasons, maximum file sizes etc, it's taking a bit longer than expected. We hope to have these with you ASAP, but in the interim, I hope these public links are helpful.)

Many thanks and have a great weekend,

████████████████████  
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## AGENDA

### ANTI-RACISM IN EDUCATION PROGRAMME BOARD

WEDNESDAY 26 MARCH – 15:30 – 17:00

#### MS TEAMS

[Join the meeting now](#)

Item no.	Page(s)	Action/Focus of Discussion
<a href="#">Terms of Reference and anti-racist principles</a>  Not an agenda item as such, but the Secretariat will continue to attach the ToR and AR principles for ease of reference.	4-12	
<b>1. Welcome, introductions and apologies.</b>  Lead – Chair (Khadija Mohammed)  15:30 – 15:35		
<b>2. Guided mindfulness</b>  Lead – Chair  15:35 – 15:40		To participate in the mindfulness technique agreed at the AREP in person meeting.
<b>3. BRL and anthology update</b>  Lead – ██████████  15:40 – 15:45		
<b>4. <a href="#">Minutes of previous meeting</a></b>  Lead – Chair  15:45 – 15:50	13-19	To consider the draft minutes of the previous meeting, which was held on 26 February. Members should indicate whether they are content to agree them.
<b>5. Recap of previous meeting and overview of this one</b>  Lead – Chair		To remind everyone what was discussed at the previous meeting on 26 February and to provide a summary of what will be discussed during this one.

15:50 – 15:55		
<b>6. Scottish Government updates</b>  Lead – Secretariat  15:55 – 16:00		Rolling agenda item which provides updates on: <ul style="list-style-type: none"> <li>• Education Reform</li> <li>• Finance</li> <li>• The Anti Racist Observatory</li> </ul>
<b>7. Progress updates from each of the sub groups</b>  Lead – sub group chairs  16:00 – 16:15	Paper 1	This paper contains all 4 workstream actions, outputs and outcomes in one place. Sub group chairs and/or leads will provide a verbal update during the meeting based on the written updates in the updates/milestones column in the attached workplan document. When providing verbal updates, it would be helpful to ensure that they are consistent with the written ones. However, sometimes the verbal updates will include developments which have taken place after the written one was submitted, for example due to sub group meetings taking place shortly before the board meeting. Where this is the case, it should be noted as part of the verbal update.
<b>8. Education Reform: New Inspectorate Body</b>  Lead – Chair/ [REDACTED] [REDACTED]/ [REDACTED]  16:15 – 16:35		[REDACTED] from the SG’s Education Reform Directorate and [REDACTED] from HMIe will outline the work they have been taking forward including the approach to the new Inspectorate Body which will go live in the autumn.
<b>9. Evolving role of the AREP Board</b>  Lead – Chair/Secretariat  16:35 – 16:45	Paper 2	At the previous meeting, the group began to discuss the changing role of the AREP. The comments made during that discussion and received since via email have been used to develop some guiding questions which have been added in Annex A to the original paper. These questions are intended to help identify what is known and unknown in terms of what the scope of the evolving role of the AREP Board should be. It would be very helpful if you would

		consider these in advance of the meeting.
<b>10. Anti-racist commitment – revised wording.</b> Lead – Chair/Secretariat 16:45 – 16:55		To reach a conclusion on the revision of the wording in the anti-racist commitment which currently reads: <i>“Historically, racism has caused great harm to Black People and People of Colour both in Scotland and across the wider world”</i> . Suggested revision is: <i>“Historically, racism has caused great harm to those who have been negatively racialised. Unfortunately this continues to be the case.”</i>
<b>11. Next steps and AOB</b> Lead – Chair 16:55– 17:00		The Chair will outline the next steps in terms of this group’s work. AOB – FM event – 23 April

**Agenda item no: N/A.**

**Terms of Reference and Anti Racist principles.** Not an agenda item as such, but as suggested by members at the February meeting, the Secretariat will continue to attach the draft ToR and AR principles to the agenda:

## **Scottish Government Anti-Racism in Education Programme**

### **Programme Board**

#### **Terms of Reference**

##### **1. Context**

The Scottish Government, Education Scotland and their partners have developed over a number of years, frameworks and programmes which are predicated on ensuring that equality and diversity are at the heart of policies that underpin education in Scotland. Considering all of the protected characteristics, as well as socio-economic ones resulted in an approach which aspires to be intersectional. The Scottish Government is of the view that due to the historical and structural nature of racism, the prevalence and seriousness of it, and the impact that it has, a separate approach to anti-racism is justified.

These considerations, in the wake of the public discourse around the Black Lives Matter movement in 2020, led to the creation of the Anti-Racism in Education Programme (AREP). The Black Lives Matter movement highlighted that racism\* in Scottish education continues to exist and can manifest itself in a number of ways. This includes (but is not limited to):

- the negative impact on Black people, People of Colour and racialised young people as a result of the way in which Black history, and world history and heritage is taught and not taught;
- anti-racism, separate to Black history, is not explicitly set out in the curriculum;
- a lack of appropriate training, support, and leadership, coupled with a lack of confidence amongst some teachers resulting in a fear of “getting it wrong” creating an environment which does not deliver responsive and relevant teaching. This is further exacerbated by structural racism (*for clarity, structural racism refers to political, economic, social and cultural systems of society, as well as large scale systems and processes and how they combine and manifest in inequality between racial groups; institutional racism exists within institutional settings and is typically political or social. Through policies and practices, whether done consciously or unconsciously, the outcomes disadvantage one racial group*) and lack of understanding of what constitutes racist behaviour;
- the lack of a positive and supportive education and learning environment for Black people, People of Colour and racialised pupils, parents and staff. A culture needs to be established in education and learning settings which is characterised by an understanding of race equality issues, in teaching and learning across the curriculum and led by racially literate teachers;
- a lack of diversity in the teaching profession and broader education workforce which creates a vicious circle of young people not considering or pursuing teaching as a career. Pupils “cannot be what they cannot see”. Lack of

diversity exacerbates issues caused by institutional racism such as lack of progression by Black people and People of Colour and racialised teachers and educators and learning staff;

- racialisation – where groups and or individuals are categorised, marginalised or regarded according to race.
- a lack of effective approaches to addressing the underlying causes of racism and racist incidents amongst pupils, teachers and other education staff including patchy responses to addressing both racism and racist incidents in education settings, and reluctance in some cases to recognise and address the fact that racism is involved.

Many of these issues are long standing and intertwined. Addressing them is a priority. The Scottish Government's [Race equality framework and action plan - Race equality - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/race-equality-framework-and-action-plan-2016-30/pages/1-1-introduction.aspx) (2016-30) contain actions which aim to address some of the systemic barriers to race equality and anti-racism which still exist in education and learning. The work of the AREP sits within that strategic context.

The context for creating the group and the reasons why it continues to be required are set out here: [Anti-Racism in Education Programme: factsheet - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/anti-racism-in-education-programme-factsheet-2021/pages/1-1-introduction.aspx)

## 2. Principles

The Board will ensure that it delivers in the context of the following principles and the specific set of anti-racist principles set out at **Annex B** by:

- inspiring and driving change and improvement throughout the education system
- placing emphasis on the experience of Black people, People of Colour and racialised children, young people and staff, ensuring that their voices are central to the development of new measures and actions, with change being rooted in the lived experience of Black people, People of Colour and racialised pupils and staff specifically. This will be achieved as a result of specific engagement with children and young people, through targeted discussions on individual issues where specific input is sought. As well as pro-active engagement, records of discussion captured during these sessions already undertaken with children and young people as part of this process will continue to be drawn on and will inform future decisions and actions. This includes:
  - points Black people, People of Colour and racialised young people made to the Deputy First Minister and the Minister for Equalities when they met them in 2021
  - the information Show Racism the Red Card collated when they managed the AREP Children & Young People's group
  - the [anti-racist curriculum principles](#) developed by the Curriculum Reform sub group
  - the set of recommendations which emanated from Intercultural Youth Scotland's Youth Ambassadors' project, during which young people critiqued the AREP's planned outputs.
- making use of existing networks, structures and groups which are already known to the Programme Board, which can contribute to, and support the delivery of the AREP's ambitions. This will include parental engagement

groups, in order that the views of a broad range of Black People, People of Colour and racialised parents inform the Programme Board's outcomes.

- drawing on high quality evidence and data, including but not limited to quantitative and qualitative data, being clear about what we mean by evidence and data, both Scottish and international, including direct lived experience, which sets out where good practice in embedding race equality in Scottish education and learning already exists.
- seeking solutions from an anti-racist perspective, as a result of open, honest and mutually supportive dialogue
- taking an intersectional approach in all of its work, using that approach to inform ambitions from the outset, ensuring that intersections with race and other protected characteristics are properly considered. By using an analytical lens of how ableism, sexism, and heteronormativity function<sup>1</sup>, the group will consistently ask if it is reinforcing limited ideas of protected groups. Members will ensure that they develop an understanding of how educational processes, systems and oppression intersect. In considering a variety of voices, and contexts to understand how intersecting characteristics are stifled, it will identify barriers.
- Liaising with partners who advocate for disability, sex, gender identity and sexual orientation and other characteristics, to inform the group's considerations.
- Committing to increasing individual knowledge of trauma informed approaches, while acknowledging that members' will have different levels of knowledge in this area.

To ensure these principles are properly embedded, the Board will acknowledge and value the fact that each member will bring their own knowledge and understanding of education, learning and anti-racism, together with experiences in improving provision of education.

The Board will also acknowledge and value that some members have lived experience of racism and some do not, resulting in discussions having differential impacts.

The Board will benefit from networks which support some of the members and their organisations.

In the case of differences of opinion, the Board will ensure these are explored, addressed and do not get in the way of rapid work to set out solutions. This is explored in more detail in the 'Membership and Responsibilities' section below.

### **3. Governance**

The primary roles of the Board are to report to Scottish Ministers, and to set the strategic direction of the AREP, including its narrative and overarching ambition: the creation of anti-racist education and learning environments across Scotland. It will deliver the following functions:

#### *Leadership:*

The Board will set the direction and build the vision for the AREP, leading the members of the sub groups, as well as wider stakeholders involved in the AREP,

through the process of developing and delivering agreed action, in partnership with wider stakeholders, which will achieve anti-racist education and learning environments.

The Programme Board will demonstrate a commitment to a more diverse and representative leadership. This is, in part, underpinned by appointing a Black or Person of Colour or racialised member from each of the AREP sub groups on sit on the Board, in order to provide robust input across the breadth of the sub groups' activities.

#### *Coherence:*

The Board will provide oversight of the programme itself, ensuring that a coherent and responsive approach is taken in terms of emerging themes and priorities for action, making sure that there is no unintended overlap or duplication of ambitions, and that synergies are identified and maximised in order that the programme works as one.

#### *Lived experience and anti-racist expertise:*

The Board includes an increased number of members who have lived experience, as well as expertise in developing anti-racist practice. Embedding lived experience at the top of the AREP structure will ensure that the development of the programme as a whole is informed by authentic voices and unique insights, resulting in effective, race cognisant, sustainable outputs and outcomes. This will set the tone for the creation of anti-racist practice more widely than just in education and learning establishments.

#### *Professional expertise:*

The Board will bring professional expertise to bear, providing a number of lenses through which new aims and ambitions can be viewed. Primarily this will involve, but is not limited to: considering how and whether specific actions proposed or developed by themed sub groups can realistically be implemented to agreed timescales by the education system; taking into account practical issues such as current resources, pressures and the potential need to change existing structures to achieve certain outcomes and how they reconcile with strategic Scottish Government commitments on race equality. The professional expertise represented on the Board will be enhanced by the creation of a teacher's panel as part of the AREP structure, which the Programme Board will look to for input on feasibility of proposals from sub groups.

#### *Quality assurance:*

Linked to the professional expertise function, the Board will also provide scrutiny in order to reassure Ministers, upon making new recommendations to them which will result in short, medium and long term change. As themed sub groups make progress with delivering their actions, particularly where they are dependent on financial support, this type of scrutiny from the Board will result in any Ministerial advice being as rounded as possible, identifying ambitious but realistic and

deliverable outcomes. It will also ensure that proposals have been developed as robustly as possible. This will happen in an iterative fashion, with the Board working closely with themed sub groups, asking questions and working through comments from Programme Board members, providing further information or advice that reflects all stakeholders' views. There is also a role as part of the quality assurance function in reassuring those who will be most impacted by the programme's outcomes.

*Transparency:*

The Board will embed transparency in its practice and encourage it across the wider programme in a number of ways. This includes, but is not limited to: including representatives on the board from each of the themed sub groups and the Scottish Youth Parliament; maintaining an ongoing dialogue with the AREP stakeholder network group either in person or via the Knowledge Hub platform; creating a feedback loop as part of the group's continuous improvement process, in order to create accountability in terms of action taken in response to members' suggestions; proactively publishing the papers and minutes from each of its meetings as well as decisions taken on funding on the AREP webpage.

*Scrutiny (particularly in relation to value for public money)*

The Board will provide financial scrutiny in terms of ensuring that any proposals emerging from themed sub-groups provide good value for public money in line with the Scottish Public Finance Manual and Ministers' expectations. Scrutiny should be undertaken hand in hand with coherence, particularly when it comes to making potentially difficult decisions in terms of spend, in order that there is no unintended overlap or duplication of ambitions and that economies of scale are achieved.

**4. Membership and responsibilities**

Membership of the Board is at the invitation of the Scottish Government. The group consists of representation from a range of organisations, a fundamental requirement in achieving robust, well rounded policy ambitions. This inevitably means that there will occasionally be differences in views.

Members should bring their expertise to the Board and contribute in a constructive and respectful way, recognising the different – but equally valuable – views held amongst the group. Given the sensitivities of the subject matter, at all times members should be mindful that the group is a safe space for discussion i.e respectful discussion, appreciating differences in lived experiences and valuing the perspectives and expertise of all members. Where there are differences of opinion in discussion, the group should work to resolve these, in order that the ambitions of the programme are not delayed or negatively impacted upon. In the event that members believe that the approach to resolution has not been successful, or has been otherwise detrimental, they should, in the first instance, approach the Chair of the group, Khadija Mohammed. If members do not feel comfortable approaching the Chair, if they prefer, they can contact [REDACTED], Programme Manager or [REDACTED], Deputy Director, Workforce, Infrastructure and Digital.

Where differences of opinion arise between the Programme Board and the sub-groups on the best way to proceed with a course of action, in the first instance, the Chair of the Programme Board should discuss with the Chair of the relevant sub-group in order to reach a resolution. Where this is unsuccessful, the relevant officials in Learning Directorate/Reform Directorate would also work with the Chairs to endeavour to reach a resolution. Ultimately, Ministers are responsible for the success of the programme and where a decision requires to be taken which involves Ministerial input, balanced advice will always be put to them in order to enable them to reach a decision.

Members will also:

- demonstrate commitment to make a positive, practical, meaningful and lasting contribution while working with each other to drive action to facilitate an outcome which addresses racism in all aspects of education
- communicate with and provide feedback from their organisations and ensure regular communication with the Board and other relevant stakeholders
- attend meetings wherever possible. However, the substitution of a deputy is acceptable on the understanding that the deputy will provide a report on the meeting to the substantive member and the group they represent. Members submitting apologies for meetings and who are unable to send a deputy, should notify the Secretariat [██████████@gov.scot](mailto:██████████@gov.scot) or [██████████@gov.scot](mailto:██████████@gov.scot)

Full membership of the Stakeholder Network Group can be found at **Annex A**.

## **5. Leadership and links with other relevant activity**

Meetings will be conducted by the Chair. The Equality in Education Team in Learning Directorate will provide secretariat support to the Board and will facilitate links with the wide range of other organisations, activities and Programme for Government commitments which are relevant to this Programme.

## **6. Communications**

Board members will ensure their organisations work with SG communications colleagues to allow consistency and coordination of messaging around its work and to support successful engagement with the wider sector as well as the public. Any references to the Board, or its work, on social media should be in line with this Terms of Reference.

## **7. Frequency and location of meetings**

It is proposed that the Board will meet once per month. Given that many people continue to work remotely, meetings will be held for the foreseeable future using MS Teams. The Equality in Education Team will advise of dates and times in advance.

## **8. Papers and minutes**

Papers and minutes of meetings will be issued one week prior to meetings and will be published on the Scottish Government's website after the meeting has taken place and minutes have been agreed. Unless otherwise specified, members will be able to submit written comments on any papers, where they have been requested to, up to 1 week after the meeting takes place.

## Annex A – membership

CHAIR: **Khadija Mohammed**, UWS

AREP sub group chairs:

- Education Leadership & Professional Learning: **Rolling chair**
- Diversity in the Teaching Profession & Education Workforce: Co-chairs  
██████████ & ██████████
- Curriculum Reform: ██████████
- Racism & Racist Incidents: ██████████

COSLA: ██████████

ADES: ██████████

SQA: ██████████

GTCS: **Pauline Stephen**

SCDE: ██████████

EIS BAME Network: ██████████

IYS: ██████████

CRER: ██████████

Learning Directorate and Secretariat: ██████████

Equality Unit: ██████████

Education Scotland: ██████████

Secretariat: ██████████

## Annex B - Anti-racist principles

Drawing inspiration from Scotland's [Breaking the Mould Principles for an Anti-Racist Curriculum](#), Board members will:

1. Foster an antiracist culture where racism can be discussed openly, honestly, and with humility, and with a willingness to take risks and make mistakes while remaining accountable for their actions.
2. feel safe and confident to progress the ambitions of the AREP from their personal and professional perspectives drawing on lived experience and anti-racist expertise
3. think critically and challenge discrimination and prejudice through an understanding and awareness of the behaviours, practices and processes that create injustice in the world.

4. will understand the difference between individual and systemic racism, their impacts, and how they intersect or connect with other types of injustice.
5. Will be supported to reflect on positionality, privilege and power, and to unlearn bias, prejudice and divisiveness:  
<https://unesdoc.unesco.org/ark:/48223/pf0000379707>
6. understand that everyone has a right to be safeguarded from racism and discrimination, and will be empowered to challenge any infringement of this right.
7. Be empowered to value and promote empathy, solidarity and shared humanity that is often disrupted by systemic racism.
8. Understand and actively challenge all manifestations of racism in everyday behaviours, resources, attitudes, practices and processes.
9. Reflect upon their assumptions and biases, their racial and social identities and those of others, and consider the impact these have on how they contribute to the REAREP.

These anti-racist principles underpin the Terms of Reference as well as the AREP as a whole. These principles set out the core aspects of how the programme board will work using an anti-racist approach, consistent with the Scottish Government's overarching approach to anti-racism, as well as anti-racist workstreams in other policy areas. The principles are aligned with the following conventions, commitments, strategies and legislation:

- UN Convention on the rights of the child (UNCRC)
- Convention on the Elimination of Racial Discrimination (CERD)
- Getting it right for every child (GIRFEC)
- Curriculum for Excellence (CfE)
- The Equality Act 2010
- UNESCO report <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

Members of the Programme Board should read and understand these documents and ensure that they reflect the principles in their approach.

Anti-racism in this context means knowing and accepting that existing systems can be unjust and constructed to empower some identities over others. It also means actively choosing to dismantle, overcome and redesign existing systems instead of accepting it as a natural reality that cannot be changed.

An anti-racist approach will sit at the heart of the remit and vision of the Programme Board. This means that:

- We recognise that there is no such thing as a race neutral policy, and that every policy or decision we make has the potential to create racial equality or inequality.
- The redesign will empower and liberate those who have been historically disadvantaged by education systems

- The work of the Programme Board includes a focus on changing systems, structures, policies and practices and attitudes.
- The programme board seeks to centre the voices of Black people, people of Colour and racialised minorities
- The programme board seeks to be transparent about the processes involved with Black people, People of Colour and racialised minorities.

The Programme Board will focus its energy and aims in this area with a distinct anti-racism approach instead of using more generic terminology “equality and diversity”, “inclusion” or “decolonising the curriculum” to convey the breadth and structural intent that underpins the Programme Board’s proactive approach.

It will also take an intersectional approach, acknowledging that colourism, neuro divergence, disability, sexual orientation intersect with race, magnifying and multiplying inequality and discrimination.

AREP Secretariat  
Learning Directorate  
June 2024

**AREP PROGRAMME BOARD**  
**Wednesday 26 February 2025 15:30-17:00**  
**VIRTUAL MEETING**

**Present**

Khadija Mohammed  
[REDACTED]

[REDACTED]

[REDACTED]

Pauline Stephen  
[REDACTED]

Chair

Association of Directors of Education in Scotland (ADES)

Educational Institute of Scotland (EIS) Black, Asian and Minority Ethnic (BAME) Network

General Teaching Council for Scotland (GTCS)

Coalition for Race Equality and Rights (CRER)

Racism and Racist Incidents subgroup

Diversity in the Teaching Profession and

Education Workforce subgroup (DITPEW)

Diversity in the Teaching Profession and

Education Workforce (DITPEW) subgroup

Education Leadership and Professional Learning (ELPL) subgroup

Curriculum Reform subgroup

Curriculum Reform subgroup

Strategic Anti-Racism, Scottish Government

Learning Directorate, Scottish Government

Learning Directorate, Scottish Government

Learning Directorate, Scottish Government (Secretariat)

**Apologies**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Scottish Qualifications Authority (SQA)

Scottish Council of Deans of Education (SCDE)

Education Scotland

Education Scotland

Deputy Director, Digital, Infrastructure and Workforce, Scottish Government

**1. Welcome and introductions**

The Chair welcomed everyone to the meeting. Apologies were noted as above.

**2. Guided mindfulness**

The Chair outlined the rules around ensuring respectful dialogue.

Recognising the benefits of instilling mindful practice in all approaches to the AREP work, the group took 5 minutes to reflect.

### **3. Minutes of previous meeting**

The minutes from the previous meeting were agreed as final. The Secretariat provided an update on outstanding actions:

- the Secretariat agreed to arrange for an education reform representative to attend the Board meeting on 29 January – closed. As the AREP Board’s January meeting was amended to focus on the event with the First Minister the following day., the Education Reform representative [REDACTED], is attending during agenda item 7 at today’s meeting, to set out the thinking which has been undertaken in terms of the new Qualifications body. At the March meeting, colleagues who are developing the new Inspectorate body will attend to deliver an equivalent session.
- subgroup Chairs will send a summary of their planned events for the next year to the Secretariat before the next AREP Board meeting – ongoing. The Chair reminded subgroup Chairs who have not yet done so to please send a summary of planned events.

Watching brief due to current Scottish Government spending controls:

- Members were encouraged to send further thoughts on finance proposals and work plans, as well as where actions could be progressed with additional funding, via email to Secretariat – ongoing. Members were reminded of the current financial situation, spending controls etc, as discussed in the previous meeting. The Secretariat noted that it may be helpful for Members to continue keeping potential proposals in mind for a time when there is financial flexibility again.
- the Secretariat agreed to consider how to engage young people in the work of the Programme following the withdrawal of the Members of the Scottish Youth Parliament – ongoing. The Secretariat again noted the current fiscal context and therefore it is not currently possible to remunerate young people for their engagement with the AREP Board. The Secretariat noted that the Board should continue to use the data already collated (e.g. outputs from IYS’ Youth Ambassadors and Show Racism The Red Card) to ensure input from young people.
- the Secretariat agreed to investigate with Scottish Government analytical services colleagues to discuss if a Theory of Change (ToC) model for each of the workstreams would be possible – closed. These are now underway.
- the Secretariat agreed to contact Connect to discuss undertaking parental engagement in relation to the AREP – ongoing. Although it is not currently possible to provide funding, this will remain a watching brief item.

### **4. Recap of previous meeting and overview of this one**

The Chair noted that the Board met on 29 January, but that meeting was solely focussed on the logistics of the AREP event with the First Minister the following day.

The Chair reminded Members of the discussion at the November 2024 meeting and provided a summary of it. This included the rolling agenda items covered in Scottish Government updates (education reform, finance, and the Anti-Racist Observatory [agenda item 5 on today's agenda]), updates from subgroup Leads on progress within their subgroups, and the AREP summit event.

The Chair also noted that the Secretariat has undertaken a survey of event attendees to gain feedback of their experience at it. The findings will be shared with the Board once they have been analysed.

The Chair noted that there was feedback from the Scottish Council of Jewish Communities, who suggested that the following line in the anti-racist commitment: "*Historically, racism has caused great harm to Black People and People of Colour both in Scotland and across the wider world*". doesn't fully reflect the AREP's position that the programme is for all ethnic minority groups, both visible and non-visible.

**Action: The Secretariat will share this line with Members via email, asking them to consider how it can better reflect the AREP's position.**

The Chair provided an overview of the upcoming meeting. She noted that Members will; discuss the rolling agenda items covered in Scottish Government updates (education reform, finance, and the Anti-Racist Observatory); hear subgroup updates; hear from ██████████ to discuss the new Qualifications Scotland's charters and committees; and discuss paper 2 on the evolving role of the AREP in its post-summit phase, which will focus on monitoring and evaluation.

## 5. Scottish Government updates

The Secretariat provided updates on education reform, finance and the Anti-Racist Observatory.

### Education Reform

The Secretariat noted that:

- the Education Reform Scotland bill is undergoing scrutiny, after passing the stage 1 debate on 18 December. It is expected that the new bodies will be in place in the Autumn.
- It has been announced that the Teaching Centre for Excellence will be hosted by the University of Glasgow. It will be a national resource with a focus on excellent pedagogical practice and better links between higher education and teachers, including research and best practice. Its scope will be registered teachers who are employed in school settings, although outputs will likely be of interest to others e.g. CLD professionals.

At the March meeting, colleagues from HMIE will outline some of the work they have been doing on the creation of the inspectorate. Members noted there will be two stakeholder groups considering the future inspections model (school inspections and local authority engagement) and the Board should consider what input and impact they can have in advance of discussions with HMIE colleagues. Members also noted that the recruitment process continues to appoint the new Chief Inspector of the

Inspectorate body, and the Board should consider how to best engage with them once they are in post.

**Action: Members to consider engagement with the two stakeholder groups and how they wish to engage with the new Chief Inspector once they are appointed.**

## **Finance**

The Secretariat noted that:

- the 2025-26 budget was approved by the Scottish Parliament on 25 February. Depending on any unforeseen financial changes during the coming financial year, the Board can work on the basis that the same amount of funding available in 2024-25, will be available in the new financial year.

## **Anti-Racist Observatory**

- SG Equality Unit colleague provided an update to Members noting that the procurement process to identify a host for the Observatory is still ongoing and in the evaluation stage

## **6. Progress updates from each of the chairs of the AREP subgroups**

The Chair referred Members to paper 1 and reminded subgroup Chairs that their verbal updates should provide progress reports as well as highlight anything not on track, or that needs approval from the Board.

### **Diversity in the Teaching Profession and Education Workforce (DiTPEW)**

The subgroup Chair noted that:

- DiTPEW work is currently focusing on 2 key areas, continuing support for local authorities in enacting the Action Guide and supporting the RRI subgroup in its development of its whole school approach to tackling racism and racist incidents
- last August/September, it was suggested that the DiTPEW group would host a workshop to look at the action guide in more detail with HR managers, but this was postponed to ensure that it did not clash with the wider AREP event. The subgroup are now in a position to move ahead with workshop planning. The Co-Chairs outlined current plans for the session.
- regarding RRI subgroup support, the DiTPEW subgroup has helped collate resources to see what already exists in order that it can be included in their interim guidance. Following this, the DiTPEW have agreed to take the lead in drafting the section related to staff that will form part of the Whole School Approach document.
- work continues to collate and analyse data from HESA, UCAS and the teacher census to understand what progress is being met in meeting the 2030 target. Advice is being prepared for the Cabinet Secretary on options for reviewing the target in light of the 2022 national census

The subgroup shared a link to the GTCS' video about their recently published Sponsoring Report ([News > Sponsoring approaches for career progression among black and minority ethnic teachers explored in new video](#))

Board Members discussed supporting the DiTPEW with their event, specifically regarding how to contact those they wish to invite.

### **Education Leadership and Professional Learning (ELPL)**

The subgroup Chair noted that:

- their recent meeting was very productive, with new members involved in discussions which have been very positive
- the subgroup is currently focusing on completing the ToC process

### **Curriculum Reform**

The subgroup Chair noted that:

- at the latest meeting, the subgroup reflected on the summit and found it to be a positive event highlighting opportunities for all subgroups. Subgroup Members found the First Minister's message to be inspiring and liked the way that he was clear that he understood the work being done and why it is necessary
- the subgroup has new Members with a focus on anti-racist classroom leadership policy, including individuals specialising in early years, secondary schools, research, and curriculum making
- the subgroup is hoping to maintain the same level of budget as previously had, and is currently discussing the best way to use funds
- the Curriculum cycle is a big piece of work currently being undertaken. A session is being held on March 27<sup>th</sup> with Education Scotland leads, to allow subgroup Members to ask questions

### **Racism and Racist Incidents (RRI)**

The subgroup Chair noted that:

- the subgroup is currently working on interim guidance, and will be meeting on March 18<sup>th</sup>, when the next draft will be signed off this has been delayed due to capacity constraints within the secretariat team
- The interim guidance includes scenarios, so groups members and external stakeholders have been asked to discuss what they should cover. These will be written up before the subgroup's next meeting for Members to consider

Board members suggested that instead of using hypothetical scenarios, using real life examples could be helpful. Members also suggested specific external stakeholders to reach out to, and offered to send scenario resources they are aware of to the subgroup.

## **7. Education Reform: Qualifications Scotland – charters and frameworks**

The Chair introduced [REDACTED] from the Scottish Governments Education Reform Directorate. [REDACTED] outlined the work undertaken to develop the new Qualifications Scotland body, specifically on the charters and frameworks which will underpin it.

Members and [REDACTED] discussed the need to ensure that transparency, fairness and diversity in recruitment of the groups/charters is key. Members highlighted the need

to make sure that recruitment efforts are pro-active and accessible, with a focus on reducing barriers for communities that have experienced them in the past.

Members and ██████ also discussed the need for clarification on the roles of individuals on the Qualifications Body Board and groups/charters and what training/support will be available for those individuals. They also discussed how local authorities would be engaged in this, and the need to build successful engagement and communication plans.

██████ noted that the Education Reform Bill is only part of the wider education reform ambition and that lots of work is being done in addition to legislation. It would be helpful for the Secretariat to bring colleagues in these areas to the AREP meetings to discuss their respective areas.

**Action: The Secretariat will liaise with ██████ and colleagues to bring in other colleagues from Education Reform to discuss aspects of reform that go beyond the Bill.**

The Chair thanked ██████ for attending, offered continued AREP support on the Education Reform work, and reminded Members that at the next Board meeting will include a similar agenda item with ██████ and ██████ from HMIe to discuss their work on the new inspectorate body.

## **8. Evolving role of the AREP Board**

The Chair introduced paper 2 which sets out some thinking in terms of the changing role of the AREP, now that the group has developed the anti-racist commitment and delivered the event with the First Minister.

The Chair noted the AREP is now quite naturally moving into a new phase where it will focus on monitoring and evaluation of outputs and outcomes, as well as identifying specific challenges which local authorities and schools have, and how they should be tackled and supported.

The Chair noted that in order for that function to be carried out, it would be helpful to review the composition of the Board to ensure that it encompasses a strong monitoring and evaluation skillset. The Board now has tools in place and in development to do this, such as the evaluation framework with Calabar Consultants developed and the theory of change models which are in development.

The Chair invited comments from Members on the paper and said that further thoughts can be submitted via email.

Members agreed with the Chair that the Board is entering a new phase which requires a new approach as outlined. Members noted that specific next steps should be determined by the ToCs undertaken by subgroups, and that the way monitoring and evaluation is conducted will need to be discussed to ensure it offers opportunity to celebrate successes and challenges as well as what still needs to happen (e.g. via an annual statement). Members noted that it is essential for

monitoring and evaluation to be sustainable and should involve all the necessary organisations that hold power to make changes.

The Secretariat noted that the paper in its current form is a very early draft which will be revised as discussions continue.

**Action: Members to send written comments to the Secretariat in advance of the next meeting.**

## **9. Any other business (AOB)**

The Chair thanked members for input at the AREP event and for their ongoing scrutiny and involvement.

The Secretariat will circulate the minutes of today's meeting by 7 March. The next formal meeting of the Board will take place on 26 March, 3.30pm.

Members discussed the First Minister's announcement that day to set up a new initiative to bring Scotland together in common cause, uniting against the far right. The Secretariat advised that they would provide more information once they have it, including how the AREP might be involved.

**Action: The Secretariat will find out more information about the new initiative from Scottish Government colleagues.**

**AREP PROGRAMME BOARD**  
**Wednesday 26 February 2025 15:30-17:00**  
**VIRTUAL MEETING**

**Present**

Khadija Mohammed

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Chair

Association of Directors of Education in Scotland (ADES)

Educational Institute of Scotland (EIS) Black, Asian and Minority Ethnic (BAME) Network

Coalition for Race Equality and Rights (CRER)

Racism and Racist Incidents subgroup

Diversity in the Teaching Profession and Education Workforce subgroup (DITPEW)

Diversity in the Teaching Profession and Education Workforce (DITPEW) subgroup

Curriculum Reform subgroup

Intercultural Youth Scotland (IYS)

Glasgow City Council

General Teaching Council for Scotland (GTCS)

Scottish Qualifications Authority (SQA)

Scottish Council of Deans of Education (SCDE)

Education Scotland

Education Scotland

Strategic Anti-Racism, Scottish Government

Learning Directorate, Scottish Government

Learning Directorate, Scottish Government

Learning Directorate, Scottish Government

Learning Directorate, Scottish Government

(Secretariat)

**Apologies**

██████████

Pauline Stephen

██████████

██████████

Education Scotland

General Teaching Council for Scotland (GTCS)

Scotdec

Curriculum Reform subgroup

**1. Welcome and introductions**

The Chair welcomed everyone to the meeting, including a new member from Education Scotland who has replaced the previous representative. Apologies were noted as above.

**2. Guided mindfulness**

The Chair outlined the rules around ensuring respectful dialogue.

Recognising the benefits of instilling mindful practice in all approaches to the AREP work, the group took 5 minutes to reflect.

### 3. Building Racial Literacy (BRL) and anthology update

Education Scotland provided a quick update on the BRL programme and anthology. They noted that cohort 6 has now concluded and since the previous AREP Board meeting there have been multiple BRL+ and alumni events which went well. There is now a focus on future planning, particularly with regards to capacity. In the upcoming year, there will be one BRL cohort (cohort 7) and the alumni community will be considered as a 'second cohort'. In the year ahead there will be ongoing collaborative meetings, ongoing alumni support, more mentor support and more in-person meetings. A new online collaborative space to replace slack is currently undergoing user testing and will be used by cohort 7.

With regards to the upcoming anthology, there have been lots of submissions and the focus for the next 1-2 months is to structure the anthology in the most impactful way.

Members discussed the ongoing issue of lack of in-school support for teachers implementing their BRL actions plans. Addressing this is the aim of the mentors pilot programme (which will soon enter an evaluation phase). However, it remains an issue that needs to be addressed further.

### 4. Minutes of previous meeting

The minutes from the previous meeting were agreed as final. The Secretariat provided an update on outstanding actions:

- subgroup Chairs will send a summary of their planned events for the next year to the Secretariat before the next AREP Board meeting – ongoing. The Secretariat noted that some subgroups have entered planned events and dates on the action plan grid but not all have done so, and would be grateful if all subgroups could start doing so in their updates going forward, as this will be a more efficient way of keeping track of events rather than creating a separate submission.
- following the discussion about the line in the Anti-Racist commitment which notes that racism has caused great harm to Black people and People of Colour, the Secretariat will circulate the line with Members via email, asking them to consider how it can better reflect the AREP's position – ongoing. The Secretariat thanked the two Members who responded, noting their general agreement with the proposed wording: *"Historically, racism has caused great harm to those who have been negatively racialised. Unfortunately this continues to be the case"*. The Secretariat noted that if there is a desire to have a fuller discussion, this can be done under agenda item 10 of this meeting.
- Members to consider engagement with the two stakeholder groups and how they wish to engage with the new Chief Inspector once they are appointed – ongoing. The Secretariat noted that the process to appoint the new Chief Inspector is still underway, however if Members wish to do so, they should share via email, ways

in which they envisage engaging with the new Chief Inspectorate once in post, .

- The Secretariat will liaise with their Education Reform colleague who presented at the previous meeting, in order to bring in other colleagues from Education Reform to discuss aspects of it which go beyond the Bill – ongoing. The Secretariat has asked Education Reform PMO for a list of milestones in order to give the group an idea of which areas it would be helpful to consider, but suggest that it might include: Qualifications and Curriculum Reform and the Centre for Teaching Excellence.
- Members to send written comments related to the future setup of the AREP Board to the Secretariat in advance of the next meeting – closed. The Secretariat thanked Members who provided comments, which along with the points raised in the last meeting were used to develop a set of guiding questions for today's discussion under agenda item 9.

Watching brief due to current Scottish Government spending controls:

- Members were encouraged to send further thoughts on finance proposals and work plans, as well as where actions could be progressed with additional funding, via email to Secretariat – ongoing. Members were reminded of the current financial situation, spending controls etc, as discussed in the previous meetings, and noted that we are now approaching a new financial year.
- the Secretariat agreed to consider how to engage young people and parents/families in the work of the Programme following the withdrawal of the Members of the Scottish Youth Parliament – ongoing. The Secretariat again noted the current fiscal context and therefore it is not currently possible to remunerate young people or parents/families for their engagement with the AREP Board. The Secretariat noted that type of engagement with young people and/or parents/families may evolve as the nature of the Board evolves, and that if Members wish to do so, this could be discussed further under agenda item 10.
- the Secretariat agreed to investigate with Scottish Government analytical services colleagues to discuss if a Theory of Change (ToC) model for each of the workstreams would be possible – closed. These are now underway. The Curriculum Reform and ELPL subgroup workshops have concluded, and the second RRI subgroup workshop is due to take place in the next few weeks.

## **5. Recap of previous meeting and overview of this one**

The Chair noted that the Board met on 26 February and provided a summary of what was discussed. This included:

- the rolling agenda items covered in Scottish Government updates (education reform, finance, and the Anti-Racist Observatory)
- updates from subgroup Leads on progress within their subgroups
- a presentation from colleagues in the Scottish Government Education Reform Directorate, who provided an overview of the work being undertaken to develop the Charters and Frameworks within the new Qualifications Scotland body

- a discussion regarding the evolving role of the AREP Board now that the summit event has taken place, and the need to look forward to the type of monitoring and evaluation processes which should be developed

The Chair provided an overview of the upcoming meeting. She noted that Members will:

- discuss the rolling agenda items covered in Scottish Government updates (education reform, finance, and the Anti-Racist Observatory)
- hear subgroup progress updates from subgroup Leads
- hear from Education Scotland colleagues to outline the work being undertaken in terms of the new Inspectorate body, followed by a Q&A/discussion
- consider and work through the guided questions in annex A, paper two on the evolving role of the AREP
- consider and discuss the revised phrasing of the Anti-Racist Commitment

The Chair noted that any discussions that could not be finished during the allotted time of the meeting, could be continued offline (via email).

## **6. Scottish Government updates**

The Secretariat provided updates on education reform, finance and the Anti-Racist Observatory.

### **Education Reform**

The Secretariat noted that:

- the Education Reform Scotland Bill continues to undergo scrutiny, with stage 2 commencing at the end of April.
- SQA have now announced the appointment [REDACTED]
- The Teaching Centre for Excellence, which will be hosted by the University of Glasgow, is expected to open in Spring 2025

### **Finance**

The Secretariat asked Members to consider how funding available to support the work of the AREP might best be used in 2025-26, keeping in mind the evolving role of the AREP Board.

### **Anti-Racist Observatory**

Scottish Government Equality Unit colleagues provided an update to Members. They noted that the procurement process to identify a host for the Observatory remains in the evaluation stage.

## **7. Progress updates from each of the chairs of the AREP subgroups**

The Chair referred Members to paper 1 and reminded subgroup Chairs that their verbal updates should provide progress reports as well as highlight anything not on track, or that needs approval from the Board.

## **Diversity in the Teaching Profession and Education Workforce (DiTPEW)**

The subgroup Chair noted that:

- the subgroup's focus is to support local authorities to implement the action guide for recruitment and retention, as well as the Sponsoring Report
- the subgroup is happy with the proposal for an online workshop which is due to go ahead on the 23 April 2025
- the goal for the workshop is to provide a supportive session to allow local authorities to read through the action guide, have collegial conversations, share examples of best practice and discuss what potential support they need
- the subgroup's other focus is continuing to collate resources, review drafts and provide feedback for the RRI subgroup's interim guidance and longer-term Whole School Approach guidance
- the subgroup has also discussed potential options for updating the 2030 target as a result of the latest national census data. Advice will be sent to the Cabinet Secretary shortly, seeking her approval to proceed with reviewing the target.

## **Education Leadership and Professional Learning (ELPL)**

The ELPL subgroup update was provided under agenda item 3.

### **Curriculum Reform**

The subgroup's workstream Lead provided a written update, noting that they met the previous day. The next meeting in May will include discussions with Education Scotland colleagues on the Curriculum Improvement Cycle (CIC). The subgroup has also created a paper, 'Breaking the Mould through Education Reform' which sets out their position in relation to the CIC and other aspects of reform, and the opportunity it presents to meaningfully embed anti-racism. Once this paper is finalised, it will be shared with Members.

### **Racism and Racist Incidents (RRI)**

The subgroup Co-Chair noted that they agreed at their recent meeting that the interim guidance was too long, and now the focus is finalising the scenarios, reducing the length and improving accessibility of the document. They noted that the aim is to have the interim guidance published by the end of the summer term, having sought agreement with COSLA. A draft of the interim guidance will be shared with Members next week, and feedback will be requested by 10 April, with a focus on the document's message, effectiveness and accessibility.

The longer-term Whole School Approach guidance has also been discussed by the subgroup and at the March meeting it was agreed that this should be published by end of December 2025, though the tight timescale is acknowledged. . A draft version will be brought to the Board in due course.

Members discussed the short gap between the two publications. The Co-Chair noted that the reason for this is because of concerns that there is currently no guidance available on responding to and reporting racist incidents, so this initial, more specific guidance is to be created and published as soon as possible, and will ultimately sit

within the broader Whole School Approach. Members also discussed the issues which teachers are experiencing with SEEMIS and the Co-Chair agreed to discuss this with the RRI subgroup.

## **8. Education Reform: His Majesty's Inspectorate of Education (HMIe)**

The Chair introduced Education Scotland colleagues from HMIe to outline the work they have been taking forward, including the approach to the new Inspectorate Body which will go live in the autumn. The Chair noted that they would be happy to have a Q&A or discussion after their presentation.

Colleagues noted that the new Inspectorate will have the powers to do the work that is currently embedded in Education Scotland's remit. Recruitment for the Chief Executive and Chief Inspector is still ongoing.

In terms of current inspections, recognition of anti-racist work, or concerns about racism experienced in schools, has typically fallen under section 3 ('successes and achievements'), in the 'how good is our school?' publication, specifically under 3.1 'ensuring wellbeing, equality and inclusion' and 3.2 'raising attainment and achievement'. During inspectorate visits, anti-racism is not probed specifically, but covered in these themes.

As part of reform, a new stakeholder engagement approach was launched in November 2024, with a focus on creating a more user-centred approach that prioritises relationship-building over traditional consulting work. Multiple workstreams have been identified, and will be finalised as the specificities of education reform become known. Four workstreams currently of focus are:

- Reviewing school inspection frameworks and models
- Contributing to CIC
- Developing local authority inspection approaches
- Implementing Early Learning and Childcare (ELC) inspection framework with Care Inspectorate

The 'Reviewing school inspection frameworks and models' workstream will likely be of most relevance to the Board. It is currently in phase 1 (listening and understanding) which will conclude in a few weeks. In phase 1, there has been a focus on determining who to talk to, how to build relationships, and how to ensure underrepresented voices are heard from the beginning (especially children and young people). The key question of this phase is 'what are the principles of good inspecting?' So far, there have been general discussions about equality and diversity, but the specific topic of anti-racism has been raised more by children and young people than by adults – which may in part be due to lack of diversity in the teaching profession. Early planning for phase 2 will begin in April/May, which will consist of internal discussions to note what gaps are still missing.

The other three workstreams are all underway. The CIC workstream is working at pace, the 'developing local authority inspection approaches' workstream is new and recently held its third meeting, and the ELC workstream is nearing its final steps.

Other workstreams that are a priority for the inspectorate include:

- New professional learning strategy for all inspectorate staff
- Identifying and sharing highly effective practice from inspection and thematic work
- Safeguarding and ensuring that children and young people experience rights in the current legislative context (including UNCRC, GIRFEC, Equality Act, ASL)

Regarding anti-racism, there is a focus to more accurately frame this work as cross cutting many areas, rather than being siloed, and that it is important for all learners, not just those who experience racism. To date, there have been a number of planning meetings with curriculum reform subgroup Co-Chairs/Members to discuss what the curriculum will look like. Next week, there will be a meeting to discuss what inspectors should be looking for (e.g. what is good practice? What will it look like? What should leadership of the curriculum look like? How can the needs of all learners be met?).

After completing their presentation, the Chair thanked colleagues and welcomed questions from Members.

Members discussed experiences they were aware of in which inspectors had not understood the importance of anti-racism work in schools, especially for children who do not experience racism. They also discussed the need for inspectors to not only address safeguarding for children and young people, but also for ethnic minority teachers in schools.

Members also discussed the lack of diversity in the inspectorate. Though Members appreciated that this was acknowledged as a concern during the presentation, they wanted to know what is being done to address it, and if positive action is being considered? Colleagues noted that it is unclear if positive action will be taken, but they are happy to take this question to Education Reform colleagues.

Members asked what the plan is to reach underrepresented groups as part of the new stakeholder approach, specifically to reach these groups and build trust? How will these individuals/communities feel like their voices will be valued? Who will the Inspectorate work with to build those relationships? Members reflected that a good way to reach seldom heard voices is to engage with third sector organisations representing their interests.

Members discussed existing language in How Good Is Your School (HGIOS) documents and the fact that racism is not explicitly mentioned. HGIOS 5 will be published shortly and members state the importance of race and racism being included. Members reflected that training is needed for inspectors on racism, point out that it's unreasonable to expect them to inspect a school for anti-racism if they don't understand fully what it is.

## **9. Evolving role of the AREP Board**

It was agreed that this agenda item would be dealt with offline.

**Action** – members to reflect upon the paper about the evolving nature of the Board and provide comments via email.

## **10. Anti-racist Commitment – revised wording**

Members were generally content with the amended wording but asked that reference to “Black and people of colour” also be retained to avoid a perception of watering down the commitment.

## **11. Any other business (AOB)**

The Chair asked members to confirm that they are content for the recommendations from the children and young people’s group, facilitated by IYS, to be published. Members agreed.

**Action** – Secretariat to publish the recommendations from the children and young people’s group.

The Chair reminded members that for safeguarding purposes all subgroup minutes should be anonymised.

The Secretariat will circulate the minutes of today’s meeting by Friday 4 April. The next formal meeting of the Board will take place on 30 April, 3.30pm.

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**Subject:** AREP Board minutes- April 2025

**Attachments:** AREP Board Minutes -- April 2025 meeting.docx

**Sent:** 13/05/2025 16:01:54

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Good afternoon AREP Board Members,

With sincere apologies for the delay in getting these to you, please see attached the minutes for April's AREP Board meeting.

Many thanks,

██████████ (she/her)

██████████ - Equalities in Education  
Workforce, Infrastructure and Digital Division  
Learning Directorate | Education & Justice  
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**Subject:** AREP Board update - June 2025  
**Attachments:** AREP Board - Written Update - June 2025.docx  
**Sent:** 04/06/2025 10:52:56

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Good Morning all

As you'll be aware the AREP Board as it was previously constituted has now concluded. As discussed at the April meeting, work is being taken forward to consider what the reconstituted Board will look like. In the meantime I committed to continuing to share key programme updates with the previous Board on a monthly basis to ensure that we continue the practice of good governance and allow for informed decision making where necessary.

Please find attached the first of these updates. As always if there is anything that people wish to raise or comment on then please do feel free to.

**Kind Regards**

██████████ | Interim Team Leader (TRS) Equalities in Education  
Directorate for Learning | Scottish Government  
Mobile: ██████████ |

**Co-Chair of the Scottish Government's Mental Health and Wellbeing Committee**

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## AREP event survey results

Total respondents = 14 [27 starts, 52% completion rate]

- TS: Third Sector (3)
- LA: Local Authority (3)
- ES: Education Scotland (1)
- SG: Scottish Government (2)
- ND: Not disclosed (1)
- Teacher (2)
- Other (2)

Topic	Theme	Quotes
<b>Feedback (positive)</b>		
	Overall/Structure	<p>"It was an excellent event" -TS</p> <p>"Very reflective and informative" -ND</p> <p>"It was a helpful and informative event. There was a good mix of heart and head and a mix of demand for change as well as reassurance about not worrying about mistakes." -Other</p> <p>"Great inputs" -SG</p> <p>"It was well structured for an online event with a good balance on inputs" -Other</p> <p>"It was thought provoking, very necessary in current times" -LA</p> <p>"I thought the event was well put together and interesting" -Teacher</p>

	FM involvement	<p>"[It] was great to hear the FM support the national work around anti-racism." -LA</p> <p>"Good to hear strong messages from First Minister" - LA</p> <p>"Clear, concise statements of actions from the FM" - TS</p> <p>"I thought the inputs were excellent – from the FM" - ES</p> <p>"I thought the event was well put together and interesting" -Teacher</p>
	Video (WAAS)	<p>"I enjoyed the video that really captured the theme of the event" -TS</p> <p>"The video the primary school children made was really hard hitting, and I was really impressed by how brave the kids were to speak about their experiences, and for their teacher's leadership" -SG</p> <p>"I found the feedback from children and young people particularly moving and this was a reminder of the importance of this work to improve outcomes for children/YP impacted by racism" -LA</p>
	Speakers/Panel	<p>"It was great to hear an overview of the work carried out by all 4 subgroups. While I was fully aware of some, I wasn't fully informed in all. It was also good</p>

		<p>that these high level messages came from the Chair's of each sub group. There was a good variety of speakers within it" -LA (that recently joined CR subgroup)</p> <p>"The speakers were great" -TS</p> <p>"Chair was superb" -TS</p> <p>"Speakers very knowledgeable" -Teacher</p> <p>"The panel discussions were insightful... and thought the format worked well." -SG</p> <p>"I thought the inputs were excellent – from ... Professor Mohammed and the panel" -ES</p>
<b>Feedback (improvements/amendments)</b>		
	Format: Online	<p>"online is obviously efficient however f2f would have been beneficial." -TS</p> <p>"Feel would have been more impactful in person." -Teacher</p> <p>"would have preferred an in person event to allow for networking" -Teacher</p>
	Format: Interaction	<p>"The event could have been more interactive with the participants – it would have been nice to be able to use the chatbox and turn on our cameras as it otherwise feels like a webinar" -TS</p>

		<p>“Whilst I understand the approach re questions in advance, it made the panel feel less interactive than it might have been. The opportunity to ask questions or comments on the day would have improved this” -ES</p>
	Format: Panel size	<p>“What would have improved the event would have been a smaller panel, e.g. just one co-chair from each group)” -Other</p>
<p><b>Actions being taken</b></p>		
	Improve understanding/Raise awareness/Allyship	<p>“Read more.” -TS</p> <p>“I will continue my learning on the BRL programme – modelling this through my actions and behaviours” - ES</p> <p>“I will continue to strengthen my personal understanding” -TS</p> <p>“Actively think about how to be a better ally - I think this is something that everyone needs to do to make things better.” -SG</p>
	Discuss/collaborate/build with others	<p>“[Continue to strengthen understanding of anti-racism] of team members” -TS</p> <p>“Share the resources and ideas, keep conversations and reflections on anti-racism going, build links internally and externally to our organisation to support this” -Other</p>

		<p>"I am currently liaising with the education officer for leadership and focus on our training offer" -LA</p> <p>"make more connections and include in all recruitment" -SG</p>
	Embed anti-racism	<p>"Carry out the messages that clearly came through the event in my role." -ND</p> <p>"Actively seek opportunities to embed anti-racism across our work streams" -TS</p> <p>"Be more bold in using positive action measure. Continue to have these anti-racist messages given by our leaders" -LA</p>
	Action needed from others	<p>"I need others to develop their understanding of structural racism and the coloniality of the UK" -TS</p> <p>"I am [REDACTED]. What we need is leadership roles that are funded and paid within schools to drive anti-racism forward and raise the profile, therefore raising staff buy in" - Teacher</p>
<b>Suggestions for future events</b>		
	Audience involvement/Discussions	<p>"more interactive discussion" -SG</p> <p>"Longer event to include discussion and participation of delegates rather than a passive event." -Teacher</p>

		<p>“Workshops and a chance to speak with others and share resources and ideas” -Teacher</p> <p>“continue with Q&amp;A” -ND</p> <p>“Opportunities to discuss challenges openly (although able to do this currently through the BRL programme) – this feels even more important given international political developments” -ES</p> <p>“More discussions from academics that triggers critical thinking. Half of what was spoken about I already knew, I feel most people present already knew a lot about what is going on. It could have been summarised in a document” -TS</p>
	<p>Examples to follow</p>	<p>“Case studies, where difficult conversations have been embraced and had positive outcomes, children's voices (secondary and FE), good practice shared which demonstrates inclusive environments” -TS</p> <p>“It is always good to see examples of good practice. This would really help me support schools with the practical implications of developing an anti-racist curriculum.” -LA</p> <p>“Good practice examples from different local authorities” -LA</p> <p>“A more prominent voice for people who are very early on in their antiracist journey rather than hearing from</p>

		the same voices we always hear from about anti-racism in education” -Other
	Strategic/Sustainable progress	<p>“Planned follow up, so not just a series of ‘one off’ events” -Other</p> <p>“Linking experiences on the ground to impact policy on a national level - ensuring there isn't a disconnect between both.” -SG</p>

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[REDACTED]@educationscotland.gov.scot;

**Subject:** AREP Programme Board - Meeting 26 – Wednesday 26 March 2025 at 15:30 - agenda and papers

**Attachments:** AREP Board meeting - 26 March 2025 - agenda.docx;AREP - workplan - 26 March 2025 - paper 1 - updates 26 Mar.docx;changing role of the AREP Board - DRAFT.docx;

**Sent:** 21/03/2025 16:13:23

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Dear AREP Board members

Copy to: as above

**AREP Programme Board - Meeting 26 – Wednesday 26 March 2025 at 15:30 - agenda and papers**

Please find attached the agenda and papers for the meeting on **Wednesday 26 March**

Links **contained within the agenda** are as follows:

- The terms of reference (permanently attached as a reference document)
- The minutes of the previous meeting (agenda item 4)

**Not embedded in the agenda but attached to this email** are:

**Paper 1: Agenda item 7:** composite set of sub group actions, outputs and outcomes, which contains all of the programme's ambitions in one place. Sub group updates are contained in the updates and milestones column in tracked changes/different coloured font for ease of reference, and either the sub group lead or chair will provide a verbal update during the meeting.

**Paper 2: Agenda item 9:** at the previous meeting, the board discussed how the AREP board will move in to a new phase where it will have more of focus on monitoring and evaluation of actions as well as identifying specific challenges and how they should be tackled. **Annex A** (page 5) to the original paper provides some guiding questions based on the feedback during the last meeting and from members after that which will help develop that thinking.

Thank you to those who have submitted apologies/are sending a colleague in your place, I'm including you in the email anyway so that you have the papers for information.

Look forward to seeing everyone next week, have a lovely weekend when it comes.

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**Subject:** AREP Programme Board - Meeting 27 – Wednesday 30 April 2025 at 15:30 - agenda and papers

**Attachments:** AREP - workplan - 30 April 2025 - paper 1.docx;AREP agenda - board meeting - 30 April 2025.docx;Paper 2 - AREP - evolving role of the board - questions.docx;

**Sent:** 25/04/2025 17:09:23

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Dear AREP Board members

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**AREP Programme Board - Meeting 27 – Wednesday 30 April 2025 at 15:30  
- agenda and papers**

Please find attached the agenda and papers for the meeting on **Wednesday 30 April**

Links **contained within the agenda** are as follows:

- The terms of reference (permanently attached as a reference document)
- The minutes of the previous meeting (agenda item 3)

**Not embedded in the agenda but attached to this email** are:

**Paper 1: Agenda item 6:** composite set of sub group actions, outputs and outcomes, which contains all of the programme's ambitions in one place. Sub group updates are contained in the updates and milestones column in tracked changes for ease of reference, and either the sub group lead or chair will provide a verbal update during the meeting.

**Paper 2: Agenda item :** Guiding questions on the evolving role of the AREP Board (for ease of reference, shared at the previous meeting).

Thank you to those who have submitted apologies/are sending a colleague in your place, I'm including you in the email anyway so that you have the papers for information.

Look forward to seeing everyone next week, have a lovely weekend when it comes.

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## Breaking the Mould through Education Reform – Curriculum Improvement Cycle

- Curriculum Improvement Cycle/Education reform must ensure that anti-racist expertise and voices are integrated such that they inform and are embedded in both projects and the wider programme.
- How can we ensure that educators of colour are included such that we take an anti-racist and representative approach?
- How will the evolved technical framework (and other outputs) be Equality Impact Assessed, and are there opportunities for SubGroup members to potentially contribute to or quality assure this process?
- How will the engagement process not only link up with the SubGroup, but find ways to ensure it can have a visible/demonstrable influence on the outputs of the work?
- What action do we need to take now and in the future to ensure an anti-racist and representative approach is sustained?

The Anti-Racism in Education Programme (AREP) was established in 2021 to address racism and racialised inequalities in Scotland's education system. The Curriculum Reform workstream have been working to progress a range of recommendations relating to resources and support for the education system and awaiting the opportunity for meaningful systemic reform. The group consists of education leaders, educators at all levels of the curriculum, anti-racism organisations and academics.

The [Breaking the Mould anti-racism curriculum principles](#) were created by the AREP Curriculum Reform workstream to reflect the need for change in the curriculum, and in recognition that the current framework of Experiences and Outcomes needed revised but may not be the long-term framework for curriculum design and enactment. The principles were published in 2023 after a process of co-creation and consultation and were designed to align with the reform of the curriculum in whatever form that took. They were signed off and endorsed by the Cabinet Secretary for Education and Skills and the COSLA Board as an ambitious but achievable expectation for Scottish education.

**This paper seeks to articulate and promote the links between the Principles and the programme for education reform underway, in particular the Curriculum Improvement Cycle and the creation of a curriculum for children and young people for the next decade and beyond.**

The Scottish Government commitment to anti-racism in education has been set out in a number of key documents in recent years (key commitments noted in the Annex). Their support and ambitions for anti-racism in education were reiterated at the First Minister Summit on 30 January 2025. **We now need these commitments to be translated into clear, sustainable and accountable actions.**

We must amplify and embed anti-racism within a diverse and contemporary curriculum that is responsive and dynamic enough to provide children and young people with the insights and tools to engage with the diversity and pluralism of a global world. The curriculum programme of reform is the platform for doing so. It provides the opportunity for systemic curriculum change to fulfil the commitments of the Scottish Government.

The anti-racist curriculum principles that focus on children and young people's experience in particular provide key points that can help embed anti-racism in a new and contemporary curriculum, for example:

- meaningfully recognising and fairly representing the rich and diverse communities in Scotland and beyond.
- including learning on Scotland's role in historical world events, including trans-Atlantic enslavement and colonial histories, and their continuing impact today.
- learning about past and present events in a way that amplifies under-represented perspectives and stories.
- developing critical thinking global citizens that challenge racism, discrimination and prejudice
- learning about individual and systemic racism, their impacts, and other types of oppression and injustice.

Using the *Breaking the Mould* principles as a framework across all areas of learning as part of the CIC programme would create a curriculum that:

- recognises and values the importance of belonging and inclusion for all children and young people as an integral aspect of a meaningful and responsive education that supports everyone to thrive and to reach their potential.
- prepares children and young people throughout their learning to live justly as part of local and global communities, where no person or group is marginalised or seen as 'other'.
- acknowledges racism and other forms of prejudice and discrimination as a significant harm that children and young people must be safeguarded from.
- supports social justice as a part of our teacher professional standards and the duty to uphold and promote it.
- enables and expects educators and leaders take a visible role in addressing and championing anti-racism and where the curriculum acts as an agent of change, social justice and innovation.
- articulates and embeds anti-racism into the curriculum framework - both learning about the past and the current world and ensuring that children and young people understand racism and how to respond to it.
- works proactively to prevent and challenge racism, homophobia, and all other forms of prejudice, discrimination and right-wing ideology that is increasingly infiltrating social media.
- underpins the responsibility for all to enact anti-racist education principles and practice, that it is not an isolated equalities issue or an approach most (or only) suited to ethnically diverse schools.
- recalibrates our approach to value belonging and wellbeing as much as attainment.
- amplifies values of social justice in the curriculum – i.e. Responsible citizen (four capacities), UNCRC, global citizenship.

Risks in not doing this:

- If we do not have an anti-racist curriculum as part of formal education this will marginalise and exclude some learners and teachers and will limit the opportunities of all children and young people to engage with a diverse and changing world.
- A lack of culturally-relevant teaching excludes some learners from relating to the curriculum.
- Negatively perceived social stereotypes can be detrimental to a person's academic performance and learners can be inhibited and affected by negative self-perception, as well as negative stereotypes and assumptions from school staff and systems.
- A lack of culturally-relevant curriculum and anti-racist practices risks internalised racism and mental health difficulties over time and perpetuating institutional racism.

- Students learn who matters as they witness which racial, ethnic, religious and gendered groups are normalised in the curriculum, so the curriculum needs to represent the contributions of a broad range of groups, recognise oppression, and celebrate movements against racial, gender and other oppression.

Significant and transformational change will be required to meaningfully effect this and must be led and exemplified by the Scottish Government and its education agencies and through all levels of education design and delivery.

Listen to children and young people and their families to fully understand the impact and importance of this.

**A range of material gathered by the Scottish Government Curriculum Unit capturing the views and experiences of children and young people as part of the anti-racism in education programme over the period 2021-2024.** This was through sessions with children and young people with the then Cabinet Secretary for Education and Skills (now First Minister) and through a range of meetings with officials. Key points raised were:

- It is not only schools with Black and Minority Ethnic pupils who need to be doing this (anti-racism) work.
- Teachers should be better equipped to respond to current events (recent racism on social media and elsewhere towards sportspeople, for example) and acknowledge/ address them in the classroom. Accepting that not all teachers will be equipped to do this, putting processes in place to facilitate the quick dissemination of information might be useful.
- Explicit reference in the Es&Os to anti-racism and black history would signal that something we care about is being prioritised.
- The positive impact/ achievement of Black and Minority Ethnic people should be highlighted outside of social studies, across every curriculum area and level.
- This needs to be for all secondary school pupils, not just those studying social studies subjects such as history and modern studies. What is the pathway for senior phase pupils not choosing social studies subjects? Must permeate the whole curriculum.

### **Anti-Racist Youth Education Ambassadors Programme (funded by Scottish Government 2024) - curriculum recommendation**

“Anti-racism should be prevalent in all subjects within the curriculum. Decolonising the curriculum is something that all schools should aim to do – we want to hear about the origins of various things that we might learn about in school. An example of this would be mathematics, a way of bringing anti-racism into a maths lesson could be to discuss the origins of mathematics in relation to Arabian history. Moreover, when it comes to subjects such as the expressive arts, we recommend that the subgroup explore the ways in which more cultures and backgrounds can be celebrated. We want to see more variety of music being discussed and explored, we want to see various forms of art across the world and to understand the cultural contexts behind these. Lastly, when it comes to subjects such English and Media, we want to see BPOC in multi-modal texts such as books, videos and poems.”

**A new (and yet to be published) programme of work led by the Children’s Parliament working with primary school learners has established the following call to action from children:**

- Show us what racism is and how it hurts people
- Help us understand power and privilege so we can make things fair for everyone
- Teach us how to stand up to racism and help others
- Make sure we learn about different cultures, languages and stories
- Tell us the real history of Scotland, including its role in slavery and racism.
- We want to learn, speak up, and help make the world a kinder, fairer place!

[IYS and EDI Report Insight: The perceptions and experiences of Black, Asian and Minority Ethnic young people in Scottish schools \(2019\)](#)

Through consultation over 80% of young people consulted highlighted that they feel unconfident in their school's ability to accurately and successfully teach about race with a similar percentage reporting that they had never received or had not received a lot of education regarding BAME history and societal influence.

Around half of female (53.8%) and male respondents (48.2%) disagreed or strongly disagreed with the statement 'Subjects taught at school reflected my life experiences as a BAME person in Scotland'

In response to this statement, one respondent noted:

"I feel that class topics are mainly about European culture and not other cultures."

## ANNEX

The last three Scottish Government Programmes for Government have committed to:

- Promote and support better teaching and learning in our schools about Black and Minority Ethnic history and the importance of understanding and tackling racism in society today. (2022)
- Further advance inclusive education in our schools through our Anti-Racism in Education Programme which will continue to embed anti-racist practice and principles in initial and ongoing professional development for teachers and educators, including the promotion of a decolonised curriculum which reflects diversity, social justice and Scotland's role in trans-Atlantic enslavement, as well as the development of robust measures for tackling racist incidents in schools. (2023)
- Continue to develop and embed social justice, rights, and equalities across education, through implementation of both our Learning for Sustainability Action Plan to 2030 and the recommendations of the Anti Racism in Education Programme. (2024)

The Guiding Themes of the [All Learners Matter Report](#), in particular **Inclusive** - The Scottish education system will value, respect, recognise, and represent the diversity of all children and young people, and provide equitable educational experiences and opportunities for all learners - captures priorities identified through the recent National Discussion on Education. It also amplified the importance of a children's rights-based and inclusive approach to education that addresses structural barriers and embeds key aspects of social justice and learning for sustainability as a core aspect of 'educating our future'.

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**Cc:** [REDACTED]@stir.ac.uk  
**Subject:** Breaking the Mould/Anti-Racist Curriculum event: Oral Histories Project  
**Sent:** 29/04/2025 15:23:35

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Sending on behalf of [REDACTED]

Folks interested in decolonising the curriculum, teaching about Empire and migration, diversifying your curriculum resources, please register for this event and share with networks. I'll be showcasing a new teaching resource I have developed in partnership with Tape Letters Scotland - an oral histories project.

All the details are on the eventbrite link below.

Suitable for upper primary and up to S2.

<https://www.eventbrite.co.uk/e/showcasing-a-new-curriculum-resource-tape-letters-scotland-tickets-1343828169229?aff=oddtcreator>

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**Subject:** Children's Parliament Dignity Forum - Anti-Racist Education online event  
**Sent:** 20/05/2025 15:48:43

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Hello all – for awareness/interest

The Children's Parliament Dignity Forum will present a deep-dive into anti-racist education in primary schools and present their new calls to action from children on anti-racist education at this online event next week. Please sign up and share with your networks - [Dignity Forum - Anti-Racist Education Tickets, Tue, May 27, 2025 at 4:00 PM | Eventbrite](#)

██████████ | Curriculum Unit | Education Reform Directorate | Scottish Government | 

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**Subject:** Confidential: Publication date for Consequences and Risk Assessment guidance  
**Sent:** 13/06/2025 10:23:09

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Dear SAGRABIS members,

Thank you for your valuable input to the development of the Fostering a Positive, Inclusive and Safe School Environment guidance (the 'consequences' guidance) and the Violent, Aggressive and Dangerous Behaviour Risk Assessment guidance.

Following the agreement at the SAGRABIS meeting on 6 May to proceed with publication (in the case of risk assessment, subject to engagement with ADES and Social work colleagues), I am writing to confirm that both these pieces of guidance will be published on Tuesday 17 June. The documents will be available at 08:45 at the following links:

- ["Fostering a Positive, Inclusive and Safe School Environment guidance"](#).
- ["Guidance on risk assessments for violent, aggressive and dangerous behaviour"](#)

I would ask that this information please be kept confidential.

Following publication, we will also be writing to Directors of Education to notify them of a number of updates, including these publications, and asking that this information be shared directly with schools.

Best wishes,

██████████

██████████ (she/her) | Support and Wellbeing Unit | Scottish  
Government Area 2C North, Victoria Quay | Edinburgh | EH6 6QQ | T: ██████████  
██████████

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**To:** [CABInbox@gov.scot](mailto:CABInbox@gov.scot)  
**Subject:** Curriculum and Assessment Board - information for next meeting and Draft Minute from 18 March 2025  
**Attachments:** [Curriculum and Assessment Board - Draft Minute - 18 March 2025.pdf](#)  
**Sent:** 29/04/2025 16:28:23

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**Follow Up Flag:** Follow up

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Dear Curriculum and Assessment Board members,

The next meeting of CAB is due to take place at Hillhead High School, Glasgow on Thursday 05 June, please mark your attendance by accepting the invitation if haven't done so, to allow us to confirm numbers with the school. There will be lunch provided so please get in touch if you have any dietary requirements and/or accessibility requirements.

I have also now attached the Draft Minute from the CAB meeting held on 18 March for your consideration. I would be grateful for any comments by **COP Friday 09 May**.

Many Thanks,  
Curriculum and Assessment Board Secretariat

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- █████ advised that the **WOSDEC and ScotDEC level one resource** and the work from the **Children's Parliament**, Intercultural Youth Scotland and primary schools in Dundee had now concluded and both would be presented at the next meeting.
- █████ advised that funding plans for the wider **Curriculum budget** were progressing and that proposals on Lit in Colour, and ScotDEC/WOSDEC professional learning and new resources on maths and anti-racism were under consideration for 2025/26. Developments were underway regarding professional learning for social studies initiated by the modern studies teachers in the anti-racism mentors programme.
- █████ advised that meetings with educators, young people and academics were ongoing in relation to identifying recommendations for change in the **history qualifications**. Input from the Migration and Empire and Teaching Slavery in Scotland professional learning programmes had been invaluable in adding perspectives and examples of barriers to decolonised perspectives.

### History Professional Learning Residentials

█████ and █████ presented to the group on the key outcome of teacher and academic residentials and further development sessions with educators on Migration and Empire and the Trade in Enslaved African People. The short video of the METISS project will be shared with the group soon setting out the key aspects and feedback on the impact of the project. Pedagogy, practice and language were key themes and new resources would be published soon and promoted to all social studies educators. Important reflections and analysis was honing in on inconsistencies and identifying new ambitions for the qualifications structure and very specifically marking instructions where contested information and assumptions were prevalent. Collaborating with academics and engaging with grassroots organisations and lived experience had been essential interventions in providing transformational professional learning.

### Curriculum Improvement Cycle and Anti-Racism Discussion and break-out groups

█████ thanked members for the many valuable comments received on the initial paper circulated which had led to the revised paper *Breaking the Mould through Curriculum Reform* which had been circulated to members.

It had been designed, as agreed at the previous meeting, to capture commitments, drivers and evidence on anti-racism and the curriculum to provide the foundation for engaging with the programme of Education Reform underway. In the first instance to support engagement with Education Scotland on Curriculum Improvement Cycle and highlighting the key questions and points to structure discussions at the May meeting.

Two breakout groups led by the co-chairs provided an opportunity to consider whether the revised paper fully meets the needs identified by the Group and where refinements can be made. It was agreed that key to successful engagement with ES at the next meeting (and ongoing) would be a clear collective sense of what

outcomes should be against the questions posed and how far it's possible to articulate that in advance.

Feedback was shared afterwards with agreement that the introductory questions remained important and valid, and key points in discussion covering the different levels of racial literacy that would be involved in the CIC process and how to ensure that that was addressed. Exploring barriers and being proactive in addressing them felt vital. It was highlighted that Education Scotland would be publishing CIC Paper 3 in early April and that there should be an opportunity to reflect any relevant points in the AREP Curriculum Group's paper. ██████ would share Paper 3 and suggest possible additions to *Breaking the Mould through Education Reform* for members to consider. There was a valuable discussion on data and views from young people and a recognition that while there were important resources there was a lack of recent material that should be addressed – this was in relation to the broader picture and not CIC-specific.

### Curriculum Improvement Cycle and the Social Justice, Rights and Equalities Big Ideas

Extended discussion in previous agenda items meant that there was no time for this discussion. A number of AREP members had been involved in the development of the prototype Big Ideas emerging from the Social Justice, Rights and Equalities work and the most recent version had been shared with members. Members were encouraged to send any comments or queries in writing to ██████.

### Reflections and next agenda

██████ and ██████ thanked members for all their contributions and such a productive meeting. They looked forward to the next session on 13 May, focused on Curriculum Improvement Cycle and anti-racism with guests from Education Scotland and the wider AREP Board. It would also be an opportunity to see new resources from the Children's Parliament, ScotDEC on the Level one Health and Wellbeing/Anti-Racism resource and the finalised Sugar Histories material.

### In attendance

████████████████████ (co-chair)

████████████████████ (co-chair)

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████████████████████ (for second half)

## Anti-Racism in Education Programme Curriculum Reform SubGroup

### Meeting 20: 13 May 2025 – AGENDA

[Join the meeting now](#)

ITEM	KEY ISSUES
Welcome and introductions  (15:45 -15:50)	Members of the wider AREP Board in attendance to reflect the interest and importance in the CIC work and the ambitions of the whole programme.
Minutes from last meeting and updates on actions  (15:50 -15:55)	Actions: Education Scotland would be publishing CIC Paper 3 in early April and there should be an opportunity to reflect any relevant points in the AREP Curriculum Group's paper. ██████ would share Paper 3 and suggest possible additions to <i>Breaking the Mould through Education Reform</i> for members to consider.
Updates – opportunity for questions and comments  (15:55 -16:10)	Key updates from Scottish Government, Education Scotland and SQA Other updates very welcome
Calls to Action from Children on Anti-Racism in Education  (16:10 – 16:25)	Update from Children's Parliament and Calls to Action from children on anti-racism Presentation from ██████, Children's Parliament and opportunity for discussion.
Curriculum Improvement Cycle and Anti-Racism Session with Education Scotland leads – ██████ and ██████  (16:25 – 16:55)	Presentation from Education Scotland on Curriculum Improvement Cycle – Working Together to Make Change Happen
Curriculum Improvement Cycle and Anti-Racism Session with ES leads - discussion and planning  (16:55 - 17:25)	Discission with Education Scotland leads regarding Working Together to Make Change Happen and anti-racism and <i>Breaking the Mould</i>  Paper - Breaking the Mould through Education
Reflections and next agenda  (17:25 - 17:30)	

**From:** Jennifer Macdonald  
**Sent:** 21 March 2025 10:23  
**To:** [REDACTED]@gov.scot  
**Subject:** Declined: HOLD HMIE groups - CW

**From:** [REDACTED]@gov.scot  
[REDACTED]@stir.ac.uk; [REDACTED]@msn.com; [REDACTED];  
[REDACTED]@ed.ac.uk; [REDACTED]@uws.ac.uk;  
**To:** [REDACTED]@angusschools.org.uk; [REDACTED]@gmail.com;  
[REDACTED]@hotmail.co.uk; [REDACTED]@gov.scot;  
[REDACTED]@sga.org.uk; [REDACTED]@gov.scot; [REDACTED]@eis.org.uk;  
[REDACTED]@shetland.gov.uk; [REDACTED]@glow.sch.uk;  
[REDACTED]@edsupport.org.uk;  
**Cc:** [REDACTED]@gov.scot; [REDACTED]@gov.scot; [REDACTED]@gov.scot;  
**Subject:** DiTPEW Agenda - 24 June 2025  
**Attachments:** DiTPEW - June agenda.docx  
**Sent:** 17/06/2025 09:01:02

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Good Morning all

Please find attached the agenda for next week's meeting of the DiTPEW.

**Kind Regards**

██████████ | Interim Team Leader (TRS) Equalities in Education  
Directorate for Learning | Scottish Government  
Mobile: ██████████ |

**Co-Chair of the Scottish Government's Mental Health and Wellbeing  
Committee**

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[REDACTED]@msn.com; [REDACTED]@stir.ac.uk; [REDACTED];  
[REDACTED]@educationscotland.gov.scot; [REDACTED]@ed.ac.uk;  
**To:** [REDACTED]@uws.ac.uk; [REDACTED]@angusschools.org.uk;  
[REDACTED]@gmail.com; [REDACTED]@eis.org.uk;  
[REDACTED]@shetland.gov.uk; [REDACTED]@glow.sch.uk;  
[REDACTED]@sga.org.uk;  
**Cc:** [REDACTED]@gov.scot; [REDACTED]@gov.scot;  
[REDACTED]@gov.scot;  
**Subject:** DiTPEW Agenda - 29 April 2025  
**Attachments:** DiTPEW - Meeting 35 - Agenda - April 2025.docx  
**Sent:** 22/04/2025 17:18:36

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Good Afternoon all

Looking forward to seeing as many of you as possible at the workshop tomorrow.

Please find attached the agenda for next week's meeting of the DiTPEW subgroup. With thanks to those who have confirmed their attendance or apologies, can I please ask that those who haven't yet let me know do so.

See you tomorrow!

**Kind Regards**

██████████ | Equalities in Education  
Directorate for Learning | Scottish Government  
Mobile: ██████████ |

**Co-Chair of the Scottish Government's Mental Health and Wellbeing Committee**

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[REDACTED]@educationscotland.gov.scot; [REDACTED];  
[REDACTED]@ed.ac.uk; [REDACTED]@uws.ac.uk;  
**To:** [REDACTED]@angusschools.org.uk; [REDACTED]@gmail.com;  
[REDACTED]@sga.org.uk; [REDACTED]@interculturalyouthscotland.org;  
[REDACTED]@eis.org.uk; [REDACTED]@shetland.gov.uk;  
[REDACTED]@glow.sch.uk; [REDACTED]@gov.scot;  
**Cc:** [REDACTED]@stir.ac.uk; [REDACTED]@msn.com;  
[REDACTED]@gov.scot; [REDACTED]@gov.scot;  
**Subject:** DiTPEW agenda and papers - Tuesday 25 March  
**Attachments:** DiTPEW - Meeting 34 - Agenda - March 2025.docx  
**Sent:** 18/03/2025 10:12:12

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Good Morning all

Please find attached the agenda and papers for next week's meeting. Please note that there are a few papers embedded this month as well as a link to the GTCS' Sponsoring video. Can I please ask, where at all possible, that members consider these ahead of the meeting.

To note there is a draft of the RRI interim guidance attached, this is not for sharing further at this stage.

**Kind Regards**

██████████ | Equalities in Education  
Directorate for Learning | Scottish Government  
Mobile: ██████████ |

**Co-Chair of the Scottish Government's Mental Health and Wellbeing Committee**

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[REDACTED]@stir.ac.uk; [REDACTED]@msn.com; [REDACTED];  
[REDACTED]@educationscotland.gov.scot; [REDACTED]@ed.ac.uk;  
**To:** [REDACTED]@uws.ac.uk; [REDACTED]@angusschools.org.uk;  
[REDACTED]@gmail.com; [REDACTED]@eis.org.uk;  
[REDACTED]@shetland.gov.uk; [REDACTED]@glow.sch.uk;  
[REDACTED]@gov.scot; [REDACTED]@sqa.org.uk;  
**Subject:** DiTPEW Agenda and papers - Tuesday 27 May 2025  
**Attachments:** DiTPEW subgroup - meeting 36 - May 2025 - Agenda.docx  
**Sent:** 22/05/2025 10:06:48

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Good Morning all

Apologies that this is slightly later out than usual. I was waiting for final confirmation from Education Support that they can attend however I didn't want to leave it any later as there are a couple of papers within the agenda that it would be great if people could look at in advance, particularly the draft of the RRI group's staff section of the Whole School Approach guidance.

With thanks to those that have confirmed whether they can attend next week, if you haven't yet can you please let me know.

See you then!

**Kind Regards**

██████████ | Equalities in Education  
Directorate for Learning | Scottish Government  
Mobile: ██████████ |

**Co-Chair of the Scottish Government's Mental Health and Wellbeing  
Committee**

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**To:** [REDACTED]; [REDACTED]@uws.ac.uk; [REDACTED]@eis.org.uk;  
[REDACTED]@gov.scot;  
**Cc:** [REDACTED]@msn.com; [REDACTED]@stir.ac.uk;  
[REDACTED]@gov.scot;  
**Subject:** DiTPEW workshop - breakout rooms  
**Sent:** 15/04/2025 13:31:03

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Good Afternoon all

You've all indicated that you're available to attend the DiTPEW workshop next week. I've been working through the attendee list and putting people into breakout groups, trying to get a good breadth of role and geographical location. Please let me know if you're content to facilitate one of the rooms.

I will provide a list of Action Guide sections for each group to focus on along with some questions and discussion points to help focus the discussion. Is there anything else that you would find useful to have in advance? [REDACTED] – you had agreed when we spoke yesterday to look into what platform to use to record the conversation.

I'm on leave for the rest of the week so copying [REDACTED] to pick up anything that's needed in my absence.

Breakout groups and facilitators:

**Breakout room 1** – [REDACTED]

[REDACTED] – Glasgow – [REDACTED]

[REDACTED] – Scottish Borders – [REDACTED]

[REDACTED] – Aberdeen City – People Development

[REDACTED] – Highland – [REDACTED]

[REDACTED] – Fife Council – HR Advisor

**Breakout room 2** – [REDACTED]

[REDACTED] – Glasgow – [REDACTED]

[REDACTED] – Inverclyde Council – [REDACTED]

[REDACTED] – Perth and Kinross – Senior HR Officer

[REDACTED] – Aberdeen City – Interim Talent Lead

**Breakout room 3** – [REDACTED]

[REDACTED] – Inverclyde – [REDACTED]

[REDACTED] – Dumfries and Galloway – Schools Manager (People)

[REDACTED] – South Ayrshire – HR Policies Coordinator

[REDACTED] – Edinburgh – Ops Manager

**Breakout room 4** – [REDACTED]

[REDACTED] – North Lanarkshire – [REDACTED]

[REDACTED] – Clackmannanshire – probation Manager

[REDACTED] – COSLA

[REDACTED] – Glasgow

[REDACTED] – East Ayrshire – Workforce Support

**Breakout room 5** – [REDACTED]

[REDACTED] – Inverclyde Council – Team Leader (HR)

[REDACTED] – Midlothian – EDI Officer (HR)

[REDACTED] – Falkirk – [REDACTED]

[REDACTED] – Edinburgh

Kind Regards

[REDACTED] | Equalities in Education

Directorate for Learning | Scottish Government

Mobile: [REDACTED] |

**Co-Chair of the Scottish Government's Mental Health and Wellbeing  
Committee**

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**From:** [REDACTED]@gov.scot on behalf of [REDACTED]@gov.scot  
**To:** [REDACTED]@cosla.gov.uk  
**Cc:** Laurence Findlay; [Pauline Stephen](#); [REDACTED]@gov.scot;  
**Subject:** Education (Scotland) Bill  
**Attachments:** [Education Bill - Cabinet Secretary letter to COSLA .pdf](#)  
**Sent:** 13/06/2025 10:32:41

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**From:** [Policy](#)  
**To:** [DirectorofLearning@gov.scot](mailto:DirectorofLearning@gov.scot)  
**Cc:** [REDACTED]@gov.scot  
**Subject:** Fitness to Teach Rules review EMBARGOED COPY  
**Attachments:** [post-publication-FTT-Rules-Review-Update-DL.pdf](#); [2025-05-14-PSA-Final-Report-PUBLISHED-VERSION.pdf](#);  
**Sent:** 21/05/2025 17:06:13

---

Good afternoon,

Please find attached a letter with attachment from Jennifer Macdonald, Strategic Director with a further update on our Fitness to Teach rules review.

Kind regards,

[REDACTED]

[REDACTED]

[REDACTED]



**The General Teaching  
Council for Scotland**

[www.gtcs.org.uk](http://www.gtcs.org.uk)



## Professional ethics in teaching video

This video aims to educate teachers on the importance of ethics as a key theme across the recently republished Code of Professionalism and Conduct.



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**From:** [REDACTED]@gov.scot  
Khadija.Mohammed@uws.ac.uk; Pauline Stephen; [REDACTED];  
[REDACTED]@gmail.com; [REDACTED]@crer.org.uk;  
[REDACTED]@sga.org.uk; [REDACTED]@ea.edin.sch.uk;  
[REDACTED]@uws.ac.uk; [REDACTED]@glasgow.gov.uk;  
[REDACTED]@interculturalyouthscotland.org; [REDACTED]@gov.scot;  
[REDACTED]@educationscotland.gov.scot;  
**To:** [REDACTED]@educationscotland.gov.scot;  
[REDACTED]@educationscotland.gov.scot; [REDACTED]@uws.ac.uk;  
[REDACTED]@scotdec.org.uk; [REDACTED]@gov.scot;  
[REDACTED]@stir.ac.uk; [REDACTED]@msn.com;  
[REDACTED]@gov.scot; [REDACTED]@educationscotland.gov.scot;  
[REDACTED]@hotmail.com; [REDACTED]@gov.scot;  
[REDACTED]@gov.scot; [REDACTED]@uws.ac.uk; [REDACTED]  
[REDACTED]@cemvoscotland.org.uk;  
**Cc:** [REDACTED]@mail.nasuwt.org.uk  
**Subject:** For awareness- NASUWT - Racist abuse and racist incidents in schools briefing  
**Attachments:** NASUWT - Racist abuse and racist incidents in schools - June 2025 FINAL.doc  
**Sent:** 11/06/2025 17:11:42

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Good afternoon AREP Board Members and Subgroup Co-Chairs,

I hope you're all doing well. With thanks to [REDACTED] for sharing, please see attached a briefing from NASUWT on racist abuse and racist incidents in schools, using data gathered in NASUWT's national behaviour survey.

Many thanks,

[REDACTED] (she/her)  
[REDACTED] - Equalities in Education  
Workforce, Infrastructure and Digital Division  
Learning Directorate | Education & Justice  
Victoria Quay | Edinburgh  
[REDACTED]@gov.scot

\*\*\*\*\*

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